

Los Angeles Unified School District
Single Plan for Student Achievement

2018-2019

Implementation

LOS ANGELES SH (1873601)



Superintendent
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SCHOOL IDENTIFICATION

School Name: LOS ANGELES SH (1873601) Local District: W

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

For additional information on our school programs contact the following:

Principal: BRANDY, TRAVIS D E-mail address: travis.brandy@lausd.net
 SPSA Designee: AXELMAN, ANDREA Position: ASMT, NONCLSRM, PREP E-mail address: asa0157@lausd.net
 School Address: 4650 W OLYMPIC BLVD, LOS ANGELES, CA 90019 School Telephone Number: 3239002700

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.

<u>JAIME MORALES</u>	<input checked="" type="checkbox"/>	<u>06/20/2018</u>	<i>Please sign here</i>
Typed name of Local District Director	E-Signature of Local District Director	Date	

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	JAIME MORALES <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	06/20/2018 <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	04/20/2018 <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	04/16/2018 <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	05/31/2018 <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 checked="" 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)	02/08/2018	Alfredo 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:

Emma Salim

 Typed name of SSC chairperson

 E-Signature of
 SSC chairperson

04/11/2018

 Date

Please sign here

BRANDY, TRAVIS D

 Typed name of school principal

 E-Signature of
 School principal

04/11/2018

 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> 721,851</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> 11,869</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> 733,720</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.)

Los Angeles High School is committed to providing an environment of creative collaboration, where students are supported in personal, professional, and academic growth. All students graduate with the skills they need to build lives of personal satisfaction, responsibility, and success.

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?)

Los Angeles High School strives to be a positive learning community that fosters empathetic, creative, critical, resilient thinkers, effective communicators and collaborators who demonstrate proficiency in 21st Century skills.

School Profile Description

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

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

Los Angeles Senior High School (LASHS) is a large urban, inner-city school located in the Mid-Wilshire District of Los Angeles. The majority of students do not live in the immediate surrounding affluent Hancock Park area. Most students commute from the east and south boundaries of the attendance area where a low-income and dense population is prevalent. The attendance area has changed twice in recent years as new schools have opened to provide overcrowding relief. Based on the February 2018 Title One rankings, the rate of low income families increased.

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

Los Angeles Senior High School, is a comprehensive high school, serving students in grades 9 through 12, on a traditional school calendar. The school operates on a six period instructional schedule.

3. Indicate student enrollment figures:

Los Angeles Senior High School's enrollment is 1251 with 954 in the regular school and 297 in the magnet program.

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

The TITLE ONE poverty level is 89.17% based on the LATEST RANKING.

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

LASHS has eighteen diverse languages spoken including:

- * AMHARIC - 6 - 0.46%
- * ARABIC - 1- 0.07%
- * BENGALI - 1- 0.07%
- *CEBUANO (Visayan) - 1- 0.07%
- *CHAOZHOU - 1- 0.07%
- *CREOLE - 3 - 0.23%
- *ENGLISH - 271 - 20.8%
- *FILIPINO or TAGALOG - 22- 1.69%
- *FRENCH - 2 -0.15%
- *ILOCANO - 1- 0.07%
- *KOREAN - 28 -2.15%
- *MANDARIN -2 - 0.15%
- *OTHER - 3 - 0.23%
- *PUNJABI - 1- 0.07%
- *RUSSIAN - 1- 0.07%
- *SPANISH - 952 - 73%
- *TIGRINYA - 1- 0.07%
- *URDU - 1- 0.07%
- *ZAPOTECO - - 1- 0.07%

Racial/Ethnic:

- HISPANIC: 79.60%
- BLACK: 13.30%
- ASIAN: 3.10%
- FILIPINO: 2.40%
- WHITE: 1.20%
- AMERICAN INDIAN/ALASKA NATIVE: 0.01%
- PACIFIC ISLANDER - 0.20%

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:

- *All parent meetings will include translation available in Spanish and Korean
- *All written communication to parents is provided in English and Spanish
- *On site Spanish and Korean speaking personnel are available for conferences and meetings with parents.
- *On demand is always available through the Parent Center and Title One office.

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

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

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

Other important characteristics of the school:

LA High has a significant population of EL students (240 out of 1251) and Special Education students (199).
 LA High includes a magnet program, Science Technology and Math (STeM) serving over 300 students,
 LA High has benefited from a School Improvement Grant (SIG) for the past three years that provided significant professional development opportunities for teachers and administrators. Grant sunsets this year.
 LA High is a beneficiary of the Alice Harrison Trust Foundation which supports student opportunities in the arts.
 LA High is comprised of veteran faculty, with the majority of teachers at this site for over ten years.

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? | <input checked="" type="radio"/> | Yes | <input type="radio"/> | No | <input type="radio"/> | N/A |
| English Language Arts – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? | <input type="radio"/> | Yes | <input checked="" type="radio"/> | No | <input type="radio"/> | N/A |
| Mathematics – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? | <input type="radio"/> | Yes | <input type="radio"/> | No | <input type="radio"/> | N/A |
| English Learner Programs – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? | <input type="radio"/> | Yes | <input type="radio"/> | No | <input type="radio"/> | N/A |
| Culture and Climate Goal – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? | <input type="radio"/> | Yes | <input type="radio"/> | No | <input type="radio"/> | N/A |
| Social/Emotional Goal – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year? | <input type="radio"/> | Yes | <input type="radio"/> | No | <input type="radio"/> | N/A |

LOS ANGELES SH (1873601)

- | | | | |
|---|--------------------------------------|-------------------------------------|---------------------------|
| 100% Graduation – Did the school meet all the School’s Measurable Objective(s) in the 2017-2018 school year? | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| English Language Arts – Did the school meet all the School’s Measurable Objective(s) in the 2017-2018 school year? | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> N/A |
| Mathematics – Did the school meet all the School’s Measurable Objective(s) in the 2017-2018 school year? | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> N/A |
| English Learner Programs – Did the school meet all the School’s Measurable Objective(s) in the 2017-2018 school year? | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> N/A |
| Culture and Climate Goal – Did the school meet all the School’s Measurable Objective(s) in the 2017-2018 school year? | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> N/A |
| Social/Emotional Goal – Did the school meet all the School’s Measurable Objective(s) in the 2017-2018 school year? | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> 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:

1. Develop a process to align, to regularly monitor, and to assess the effectiveness of all school improvement plans, such as Single Plan for Student Achievement, WASC, and district improvement plans.
2. Develop a process to evaluate the effectiveness of support classes, interventions, and school programs.
3. Improve the rigor, relevance, and variety of instructional strategies employed in every classroom to support student learning.
4. Focus on, monitor, and evaluate the effectiveness of instructional strategies in support of all subgroups.
5. Develop more formative assessments to inform instruction, and use multiple measures as a means to assess student learning and to further modify instruction and curriculum.
6. Create a professional development plan based on student learning needs that includes a system of monitoring to ensure implementation and fidelity.
7. Increase teacher leadership and provide for regular, structured teacher collaboration.
8. Ensure that all stakeholders assume responsibility for enforcement of rules and for improving student attendance.

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"/> English Learner Advisory Committee	ELAC reviewed current achievement data and wrote recommendations to the SSC. We analyzed CA School dashboard data, IAB results, attendance data and specific subgroup scores as pertains to English Learners. Recommendations made to SSC.	10/11/2017, 12/14/2017, 02/08/2018, 09/20/2017, 03/22/2018
<input checked="" type="checkbox"/> School Site Council	The SSC looked at student achievement data through the lens of allocated resources. Discussions followed to ensure that categorical funding's priorities was in the best interest of all students with emphasis on at risk students. Title One allocation for 2018-19 was shared and members agreed to the expenditures.	09/20/2017, 10/24/2017, 11/28/2017, 01/30/2018, 02/27/2018, 03/20/2018

<input checked="" type="checkbox"/> WASC Focus Groups	This school year afforded us the opportunity to analyze the instructional program at LA High. Working in assigned groups, and on a Google Doc, committees reviewed the school's Organization, Curriculum, Instruction, Assessment, and School Culture.	08/28/2017, 09/11/2017, 09/25/2017, 10/09/2017, 10/23/2017, 12/04/2017, 12/11/2017, 01/29/2018
<input checked="" type="checkbox"/> Departments	The following survey was administered to all faculty: 1. I am aware of the Los Angeles High School mission, vision and SLOs. 2. The class instruction offered by all teachers on this campus is engaging. 3. I actively engage students in class activities using a variety of teaching strategies (cooperative grouping, pair shares etc), in my classroom. 4. I am aware of Los Angeles High School's academic performance and regularly review data as a faculty broken down by subgroups (EL, SPED etc). 5. The Professional Development offered at Los Angeles High School is relevant and applicable. 6. I feel safe on school grounds at all times. 7. I am proud to be a teacher at Los Angeles High School and enjoy working here. 8. The quality of technology at Los Angeles High School is adequate for the teaching and learning environment I wish to create. 9. I feel fully supported by administrators at Los Angeles High School. 10. Positive behavior support and Restorative Justice are well implemented and supported on this campus.	09/05/2017, 02/06/2018, 10/03/2017, 12/05/2017, 03/06/2018, 04/03/2018, 11/07/2017
<input checked="" type="checkbox"/> Other: SSPT	The SSPT monitored student achievement, RFEP data, and made recommendations for reclassification	09/28/2017, 11/30/2017, 10/12/2017, 12/14/2017, 10/26/2017, 01/11/2018, 11/09/2017, 02/15/2018

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

ACADEMIC GOAL — 100% GRADUATION

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

<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input 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 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

Using LAUSD's FOCUS portal, 86% of students in the class of 2018 have " all academic requirements on track to graduate.
 The DASHBOARD based on Fall 2017 shows the graduation rate at 77.9%
 MYDATA reflects the graduation rate to be 80%, but may not take into account current class enrollment and intervention as does FOCUS.
 High fail rate in core classes, which affects graduating classes 2019-21.
 69% at proficient of students attending 96% of the time

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

Root Causes may include:
 1. Mis-programming of students
 2. absence rates/student attendance
 3. Non-aligned grading practices

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

Our school met the objective from 2017-18 SPSA, with all current measures reflecting a graduation rate of 79% by June 2018.
 Strategies included tutoring, and a strong intervention program, held after/before school, and off track (summer session, Winter Plus)

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

N/A

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

N/A

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

Graduation rate will increase to 88% as reflected in the June 2019 data.

By June 2019, Classes of 2020 and 2021 will be monitored to ensure that cohort is reaching 90% on track to graduation.

*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
To support 100% graduation rate, APSCS/ Counselors(1 6 hrs/5days @ \$115,775 & 1 3hrs/5days @ 67,395) will provide professional development during PD Mondays to teachers regarding: - A-G Requirements - Developing a College and Career mindset/classroom environment strategies - Analyzing student data to identify students at risk of not passing A-G courses - Monitoring student progress regularly and proactively	08/14/2018 06/14/2019	Principal, APSCS, and Counselors will meet to discuss PD, activities and review student data.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	30405031	N/A	110161	115,775	1.00	100
CE-ESSA T1 Schools(7S046)	3110	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	30344699	N/A	110161	57,887	1.00	50

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
Faculty in all disciplines will follow specific protocols and procedures for each of their classes: —Prepare clearly organized lesson plans with learning objectives identified —Welcome students individually as they enter the classroom —Begin instruction prior to or immediately after the bell rings —Introduce the lesson goals to students and provide a Do Now/Dispatch that readies students for instruction —Pace lesson, using a variety of teaching strategies (small group work, discussion, oral and written presentation, students' responding to peers and raising questions), to engage students directly —Ensure that all students write/compute, read, and speak during every class period —Use frequent checks for understanding—written and oral— during the class period to assess individual student comprehension and questions —Require an exit ticket (written) of every student before the class ends -Integrate technology to prepare students for 21st century skills.	08/14/2018 06/14/2019	Designated administrators will observe classrooms regularly, provide written feedback to faculty, conference individually with faculty, and evaluate faculty performance based on the criteria for effective classroom instruction.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Students will be provided with the opportunity to visit college campuses to motivate them. Students will be required to do a research project/writing assignment based on their experiences. The assignments will incorporate the ELA standards. Students will be going to the following 9 locations: 1) U.C.L.A, 2)U.S.C, 3)Cal Tech,4)CSUN, 5) Cal State L.A, 6) L.A. Tech, 7)Santa Monica City College, 8)Cal State Long Beach, 9) Claremont McKenna College College 09/05/2017 05/30/2018	08/14/2017 06/14/2019	Principal will review field trip request before approval. Will ensure they are aligned to the unit of study.
Information Technology Support Technician (1 @ 69,491) will support teachers and students with ongoing technology support. Will install personal computer systems for students use, troubleshoot hardware and software. Will ensure technology is available for instruction and intervention.	08/14/2018 06/14/2019	Principal and CPA will conduct classroom observations to ensure the implementation of technology during instruction. Will review student work and grades for progress. Will meet with Micro Computer Assistant to discuss activities.
The Categorical Program Advisor will provide in class intervention and demonstration lessons to ensure all students will achieve in all classes. CPA will monitor grades and provide targeted professional development to build effective classroom instruction for students at risk.	08/14/2018 06/07/2019 New	Principal and Assistant Principal will monitor program's effectiveness.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	30415414	N/A	25690	69,491	1.00	100
CE-ESSA T1 Schools(7S046)	1000	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	30048363	N/A	117360	115,775	1.00	100
CE-ESSA T1 Schools(7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	1,539	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>A-G Diploma Program Counselor, PSA and Counselors will utilize district data system (MiSiS) to identify students receiving an F or D in A-G courses to provide intervention during and or beyond the regular school day. Intervention programs will include:</p> <ul style="list-style-type: none"> - After School Tutoring - Adult school - Summer School <p>Students and parents will be provided with other resources/alternative intervention programs:</p> <ul style="list-style-type: none"> - Manual Arts Adult school (Credit recovery) - Los Angeles City College (Earn high school and College credits) - West Los Angeles College (Earn high school and College credits) - ARC offers academic, physical and recreational support and activities. - AVID program that works to build high expectations for all learners through targeted supports and intervention. - Upward Bound (USC and West LA College) - Los Angeles Technology Center (Earn High School Credits) - Alternative Education/ Resource Fair 	<p>08/14/2018 06/14/2019</p>	<p>The counseling, intervention coordinators, and administrative teams will monitor progress of interventions beyond the school day by examining attendance, rosters, monthly and end of term grades. Students will complete regular evaluations of the opportunities and courses.</p>
<p>Students and parents will be provided with other resources/alternative intervention programs:</p> <ul style="list-style-type: none"> - Manual Arts Adult school (Credit recovery) - Los Angeles City College (Earn high school and College credits) - West Los Angeles College (Earn high school and College credits) - ARC offers academic, physical and recreational support and activities. - AVID program that works to build high expectations for all learners through targeted supports and intervention. - Upward Bound (USC and West LA College) - Los Angeles Technology Center (Earn High School Credits) - Alternative Education/ Resource Fair 	<p>08/14/2017 06/14/2019</p>	<p>The counseling, intervention coordinators, and administrative teams will monitor progress of interventions beyond the school day by examining attendance, rosters, monthly and end of term grades. Students will complete regular evaluations of the opportunities and courses.</p>
<p>In order to support students in meeting academic standards, tutoring will be available after the school day (Tutor Teacher X Time 95 hrs @ \$77.90 = \$7,452) to provide strategic support to students in danger of not meeting graduation requirements. Tutoring will focus on ELA, Math, Science and Social Studies and begin after the 5 week report grades (Fall and Spring).</p>	<p>10/01/2018 05/17/2019 New</p>	<p>CPA will review pre-post assessments and student report card grades for progress.</p>
<p>The PSA Counselor will monitor attendance to ensure that students receiving D's or F's come to school. PSA Counselor will implement strategies and incentives to reduce chronic absenteeism. Will analyze student data to look for trends, will contact parents and do home visits.</p>	<p>08/14/2018 06/07/2019 New</p>	

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 / 5 Days)	N/A	N/A	12103	120,993		100
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	7,452	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>PSA, A-G Counselor and Academic Counselors will provide parent trainings. The counselor will provide the following to build parent capacity:</p> <ul style="list-style-type: none"> - Individualized graduation plan (IGP) conference with students and their families at least yearly, grades 9-12 - Parent/guardian signed course schedule to indicate involvement and understanding of IGP - A-G requirement workshops - College application workshops - Financial aid workshops - Credit recovery - Education in NCAA guidelines and requirements <p>LA HS Counselor and College Office will also organize:</p> <ul style="list-style-type: none"> - Career and college fair that will provides information and assistance to students, parents and faculty pertaining to college selection, the college admission process, financial aid, scholarships and post-secondary options. - College night and college/career fairs are held each semester. - Additional support for the effective convening and organization of these events/opportunities will be facilitated by LAHS parent and community representatives, clerical, and teacher assistant staff. <p>Healthy start coordinator will also provide community resources for families.</p>	<p>08/14/2018 06/14/2019</p>	<p>The principal, designated administrator, Title 1 Coordinator, and Community Representatives will utilize sign in sheets, evaluations, feedback sheets, School Experience Survey, as well as informal observations to determine the overall trends and effectiveness of the programs.</p>
<p>LA HS Counselor and College Office will also organize:</p> <ul style="list-style-type: none"> - Career and college fair that will provides information and assistance to students, parents and faculty pertaining to college selection, the college admission process, financial aid, scholarships and post-secondary options. - College night and college/career fairs are held each semester. - Additional support for the effective convening and organization of these events/opportunities will be facilitated by LAHS parent and community representatives, clerical, and teacher assistant staff. 	<p>08/14/2018 06/14/2019</p>	<p>The principal and designee will review calendars, sign in sheets, and logs that are utilized for providing resources to school and community families.</p>

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

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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

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

SBAC data states 42% meets/exceeds standards in 2016-17; 41% in 2015-16, and 49% in 2014-15.
 RI had a 15% BASIC rate.
 Grades in ELA Fall 2017-18 - 895 received A,B,C; 293 D/F.
 Spring 2018 10 week grades - 799 receiving A,B,C; 417 D/F.
 SPRING 2017 grades: 767 receiving A,B,C; 290 D/F

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

Root cause/underlying issues may include outdated curriculum and not focusing on CA Standards.

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

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

At the Spring 10 week mark, 34% of students have D/F in English. Administration is in classes daily, and the Instructional Leadership team will research and address causes in concert with WASC recommendations.

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.

11th grade students will increase performance on the summative SBAC ELA by 12% (from 41% to 53%) as measured in SPRING 2019.

By June 2019, Teachers will incorporate integrated ELD strategies in all lessons reducing the failure rate by 5% as measured by report card grades.

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

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

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

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>—Faculty will include major reading, writing, and speaking assignments in their weekly lesson plans. The course requirements will be aligned with Common Core and A-G criteria. They will identify the specific standards with which all assignments are aligned.</p> <p>—Faculty will create specific, required tasks (essays, examinations, oral presentations, number of texts/articles completed) in every course that demonstrate student growth towards mastery during the academic year. Teachers will administer pre- and post assessments within like courses to gauge progress. Teachers will regularly use weekly assessments to check for understanding and to intervene where necessary to assist students in need.</p>	<p>08/14/2018 06/14/2019</p>	<p>Department leaders and administrators will regularly review lesson plans, meet with faculty individually, and evaluate faculty based on quality of lesson plans and student products.</p>
<p>Additional PD opportunities that teachers will participate in during and/or beyond the regular assignment as a means to building their capacity in serving the needs of EL students</p> <p>-PLCs</p> <ul style="list-style-type: none"> - District trainings – LD-West ELA Teacher Leader Network - Attend school wide trainings (i.e. Summer and Winter Institute on site) - Observe peers during Instructional Rounds - Professional learning materials related to Common Core shifts and improving professional learning communities will be utilized to conduct book studies to leverage best practices, effectively calibrate, as well as strengthen instructional capacity. - Content related conferences, institutes, and seminars such as: <ul style="list-style-type: none"> - California Conference for the Social Studies - National Endowment for the Humanities in Los Angeles - The Gilder Lehrman Institute for American History - Advanced Placement Training Seminars offered by College Board 	<p>08/14/2017 06/14/2019</p>	<p>Principal, administrative team, Department Chair, Title III coach, EL Coordinator, Teachers will utilize observations, sign in sheets, evaluations, and data gathered from instructional rounds and PLCs.</p>
<p>Receive training in, and utilize relevant and engaging technology to support instruction of EL and SPED students as well as be trained on how to utilize academic vocabulary in their instructional delivery as well as incorporate it as an explicit outcome of lesson</p>	<p>08/14/2018 06/14/2019</p>	<p>The administrative team will use itineraries, workshop schedules, sign in sheets, and workshop notes to determine the effectiveness of the experiences.</p>
<p>Teachers will collaborate, which will support their instructional growth through the facilitation of dramatic production and theatre arts. These interactions are grounded in the effective utilization of differentiated and performance-based strategies that are intended to maximize students' multiple intelligences in order to promote:</p> <ul style="list-style-type: none"> - Critical thinking - English language development - Awareness of the need for social justice - Interdisciplinary literacy - College and career awareness - Social and emotional learning 	<p>08/14/2018 06/14/2018</p>	<p>The principal and designated administrator will utilize sign in sheets, evaluations, feedback sheets, School Experience Survey, as well as formal and informal observations to determine the overall trends and effectiveness of the programs.</p>

Budget

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

Focus Area:

Effective Classroom Instruction

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
As a result of, and through the effective implementation of professional development opportunities, teachers collaborate and do the following: - Design effective/engaging lessons incorporating: - Clear lesson objective - CCSS/ELD standards - Essential questions - High level questioning (DOK) - Frequent student discourse - Checking for understanding - Lesson summation – exit ticket, seven word summary	08/14/2018 06/14/2019	The effectiveness of the professional development opportunities will be measured through classroom observations conducted by administrators as well as by select out of classroom and teaching staff. In addition, teachers, coaches, and administrators will examine student work with faculty; measure outcomes i.e. grades and other benchmarks.
Teachers will incorporate Academic English Mastery and Proficiency strategies to provide effective classroom instruction that includes: - Culturally and Linguistically Responsive instruction - High student engagement and well-managed classes - Exposure to a wide variety of culturally relevant fiction/non-fiction - Integration of technology to enhance instructional effectiveness as well as to improve immediate feedback to students regarding their respective reading levels: - Use of sites and collaboration among students on defined teacher developed exercises to provide instructional variety as well as an inventory of relevant resources to address student literacy needs. - Use of Teacher Assistants to support small group instruction for differentiation	08/14/2018 06/14/2019	Principal, Administrative team, Department Chair Title III coach, TSP Teachers will utilize observations, sign in sheets, evaluations, and data gathered from instructional rounds.
Faculty will plan and deliver appropriate instruction and intervention to address the targeted needs of specific students. Will differentiate instruction for students not meeting grade-level standards.	08/14/2018 06/14/2019	Teachers will examine student work and conduct Instructional Rounds.
Students will use READ THEORY online program: - Non-fiction, leveled, individualized student reading program incorporating CCSS skills of locating textual evidence and writing through the use of appropriate technology. - Receive training in, and utilize relevant and engaging technology to support instruction of EL and SPED students.	08/14/2018 06/14/2019	Teachers will examine student work and conduct Instructional Rounds.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to provide students with experiences that build prior knowledge, background, academic vocabulary, and language that will aid in improving reading comprehension, field trips will be aligned to the unit of study and provided to the following locations: 1. Los Angeles Zoo 2. Ronald Reagan Library 3. Getty Villa Museum 4. A Noise Within Theatre 5. America's teaching Zoo 6. Japanese American National Museum 7. Autry Museum 8. California African American History Museum 9. Chinese American Museum 10. La Plaza de Cultura y Arte 11. Museum of Tolerance	08/14/2018 06/14/2019	Principal and TSP will review requests to ensure that the field trip is aligned to the unit of study. Will review student work, projects and report card grades for progress

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
Teacher will utilize AVID strategies and intervention approaches to students that are at risk of failing, as is evident from their credit totals, term grades, SBAC, and IAB results Los Angeles High School will offer the following programs and initiatives to address English Language academic needs: - After-school tutoring provided by teachers, using duplicated teacher created intervention materials - Credit recovery - Advanced Placement intensives - Book Clubs: - Reading campaigns - Library visits - Speech and Drama performances - After school Tutoring - Additional support for the effective convening as well as organization of these events/opportunities will be facilitated by LAHS parent and community representatives, clerical, and teacher assistant staff.	08/14/2018 06/14/2019	Teachers, ILT, Coordinators, Title III Coach, and Administrators will use assessment results and grades to determine trends and progress. Counselors, EL Coordinator, Title III Coach, and the Librarian will collaborate to assist in determining the progress of intervention programs by analyzing logs, sign in sheets, student performances as well as work samples.

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
The school will foster progress in the academic achievement of English Learners, as well as all students enrolled in English courses, by creating avenues for parents to help cultivate an environment of learning for their children by ensuring: Outreach to parents during ELAC meetings Demonstration lessons during monthly Coffee with the Principal Serving as a venue for PIQE to deliver workshops to parents on promoting academic excellence Initiating a parent/student book club to increase literacy Capitalize on four times a year evening parent meetings: Requiring student-led conferences Showcase student writing Encouraging and designing Parent Instructional Rounds		The Principal, designated administrator, Title I Coordinator, Title III Coach, EL Coordinator, and Community Representatives will monitor progress - utilize sign in sheets, evaluations, feedback sheets, School Experience Survey, as well as formal and informal observations to determine the overall trends and effectiveness of the programs.

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

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

ACADEMIC GOAL — MATHEMATICS

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

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

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

SBAC results:
 - 24% met/exceeded standards 2016-17
 - NOT MET increased by 6% over 3 years
 -Semester grades reflect 47% D/ F in Algebra One
 - 10 week Spring semester 53% D/F in Algebra One

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

Students are struggling in math due to poor attendance and language barriers.
 Teachers need professional development working with newcomer students.

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

Next Steps:
 common assessments, increased use of technology, close monitoring of data.

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

N/A

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

By June 2019 LA High will increase the number of students meeting/exceeding standards on SBAC Math by 7% (24% to 31%)

By June 2019, passage rate in Algebra One will increase by 25% (from 50% to 75%) for students taking the class for the first time.

*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
1. The Department Chairs, the administrative team and the Local District math coordinator will provide professional development to math teachers during and/or beyond the regular assignment focusing on the following instructional strategies: • The Common Core State Standards and the Eight Mathematical Practices • Cooperative learning strategies, such as Kagan's Structures and the Mathematical Mindsets (Jo Boaler), to maximize student engagement and improve students' proficiency in Algebra 1, Geometry and Algebra 2. • Error Analysis exercises to encourage students to construct viable arguments and critique the reasoning of others.	08/14/2018 06/14/2019	Principal, administrative team, department chairs and teachers will utilize sign in sheets, evaluations and data gathered from instructional rounds to determine the implementation and effectiveness of the programs.
2. During professional development, math teachers will analyze student data to identify struggling students, monitor ongoing student progress, analyze MyData at-risk and early warning reports	08/14/2018 06/14/2019	Department Chair; All Math department teachers / Effectiveness will be determined by an increase in number of students on-track, passing classes and higher attendance rolls.
3. Teachers will develop common assessments and projects/tasks	08/14/2018 06/14/2019	Department Chair / Common assessments being utilized department wide
4. Teachers will come to agreement on common grading practices using common rubrics.	08/14/2018 06/14/2019	Principal, Department Chair / Implementation department-wide of common grading practice
5. Math teachers will analyze student work to develop intervention/enrichment strategies for students and improve the passing rates	08/14/2018 06/14/2019	Department Chair / Evidenced by increased passing rates
6. The department chairs facilitate PD and debriefing sessions with Algebra 1, Geometry and Algebra 2 teachers focusing on the following: • Strategies for Checking for Understanding • Project-based learning • Improving students' motivation and participation	08/14/2018 06/14/2019	Principal, Department Chair / Evidenced within classroom observations
7. The TSP Coordinator will schedule bilingual TAs to provide support in classes that have ELD students.	08/14/2018 06/14/2019	EL/Title One Coordinator / Evidenced by TA's being properly assigned
8. Before administering the IABs, math teachers will collaborate on analyzing the interim assessment items and choosing strategies to prepare students for the assessment. After administering the IABs, math teachers will work together on common scoring of the Performance Task and develop strategies to prepare students for the real SBAC in 11th grade.	08/14/2018 06/14/2019	Department Chairs and teacher teams / Evidenced by better performance on SBAC

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
9. In order to prepare students for the SBAC (Smarter Balanced Assessment Consortium) test, the Interim Assessment Blocks (IABs) will be administered twice a year: Fall Semester: Algebra 1 – Linear Functions Geometry – The Performance TASK Algebra 2 - Quadratic Functions Spring Semester: Algebra 1 – The Performance TASK Geometry – Right Triangle Trigonometry Algebra 2 - The Performance TASK	08/14/2018 06/14/2019	Administrative team, Coordinators and Math Department Teachers / Effectiveness determined by better performance on SBAC
10. During Monday PD, math teachers will discuss departmental focus areas, share effective instructional practices and create a list of common goals and instructional strategies.	08/14/2018 06/14/2019	Department Chairs and Teacher Teams / Creation of list of common goals and instructional strategies
11. Math teachers will attend conferences, seminars and workshop sessions during the 2017-2018 school year that target mathematics instruction and intervention strategies as they pertain to the CCSS and to provide intervention to students not performing at grade level to close the achievement gap with a specific focus on our EL and LEP students. Conferences will include: • California Mathematics Conference (CMC) in Palm Springs • LD West workshops • LAUSD Office of Curriculum and Development trainings	08/14/2018 06/14/2019	Math Department Teachers / Evidenced by sign ups and sign in sheets for PD sessions and workshops

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
1. Math teachers will emphasize effective lesson structure by ensuring each class contains: • Lesson Openers – Agenda, Clear Objectives/expectations, Academic Vocabulary • Engaging Warm-ups utilizing the Mathematical Mindsets activities • Lesson Discourse with reflection on student background knowledge, DOK questions, student-to-student discussion opportunities • Lesson Closure such as exit tickets, written reflections, etc. • Project-based Learning opportunities	08/13/2018 06/07/2019	Principal, Department Chairs & teacher teams will monitor. Will review student work samples, IABs, and grades for academic progress.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
2. In order to provide students with experiences that help engage them, build prior knowledge, background, academic vocabulary and concept development, as well as aid in improving their ability to make and apply real world math connections, various opportunities for understanding real life applications of instruction will be provided by partnering with entities such as: <ul style="list-style-type: none"> • Jet Propulsion Laboratory • MESA Competitions • Robotics Competitions 	08/13/2018 06/07/2019	Math/Computer teachers and MESA club sponsors will review student work samples, IABs, and grades for academic progress.
Teacher Assistants will support at risk students (ELs and SELs) during math instruction. They will work with students in small groups to support differentiated instruction under the supervision of a high qualified teacher.	08/14/2018 06/07/2019 New	CPA will monitor the TA's to ensure they are working with students. Will review student grades for academic progress.
A CSR Teacher in Math will be funded to reduce class size in Algebra classes to support our at risk students. CSR teacher will provide differentiated direct instruction and intervention to address the targeted needs of specific subgroups (ELs and SELs) not meeting grade-level standards.	08/13/2018 06/10/2019 New	Admin team will conduct classroom observations. Will review student work, grades, and IABs for academic progress.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30011651	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	1,434		100
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30417991	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools(7S046)	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	5,100	0.00	100

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

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
1. Based on the data analysis findings, the school will implement a math intervention program to address students' needs of not meeting proficiency levels in Algebra 1, Geometry, Algebra 2 and Pre-calculus. The math intervention will focus on the EL and LEP subgroup, because the data indicates these are the subgroups currently at greatest risk of not meeting standards in mathematics. Interventions will include all the following: <ul style="list-style-type: none"> • Summer School Credit Recovery classes for students who failed Algebra 1, Geometry or Algebra 2 • After school tutoring for Algebra 1, 2, Geometry, Pre-calculus and Calculus, provided by math teachers, who will use teacher created intervention materials 	09/10/2018 05/31/2019	Administration team, Coordinators, Department Chairs and Teacher Teams / Effectiveness determined by increased graduation rates, higher pass rates and improved SBAC scores.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
2. Paraprofessionals will be assigned to the EL/Sheltered math classes to provide language support and assist students with understanding math academic vocabulary and improving their mathematical reasoning.	08/14/2018 06/14/2019	Administration team, Coordinators, Department Chairs and Teacher Teams / Effectiveness determined by improved test scores for EL students

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
1. Title One and EL coordinator will organize a series of workshops in the Parent Center to introduce Common Core State standards, the Eight Mathematical Practices and the web-based resources to enhance student learning in mathematics. The workshops and web-based resources will also include the following topics: <ul style="list-style-type: none"> • Understanding the four claims of the Smarter Balanced assessment • DOK Questioning Techniques • Importance of developing good Number Sense • Creating math-friendly home environment 		Administration; Coordinators and teacher teams / Evidenced by increased numbers of parents involved
2. During "Coffee with the Principal" (conducted monthly), parents will learn about the following: <ul style="list-style-type: none"> • The shifts in school's instructional strategies; • Culturally relevant and responsive education; • Cooperative learning strategies • Student engagement strategies 		Administration; Coordinators and teacher teams / Evidenced by increased numbers of parents involved
3. Teachers will utilize and provide the following additional math resources to parents to help them monitor the progress of their children: <ul style="list-style-type: none"> • Posting of math assignments on the teachers' individual webpages on the www.lahigh.org website • Blackboard Connect to notify parents of the completion of the current assignments. • Collaboration with the academic counselors to notify parents of at-risk students and schedule parent-teacher conference as needed 		Administration; Coordinators and teacher teams / Evidenced by increased numbers of parents involved
4. The Title One office will coordinate additional support for the effective organization of parent related events/training, assisted by LAHS Parent and Community Representatives, Clerical, and Teacher Assistant staff.		Title 1 and Parent and Community Representatives / Evidenced by greater number of parents at meetings and workshops; sign-in sheets.

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

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

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

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

<input checked="" type="checkbox"/> CELDT
<input type="checkbox"/> School Report Card
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input checked="" type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input 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

Based on the CA Dashboard, LA High showed good progress in reclassification (Dashboard data is OCTOBER-OCTOBER)
 "Reclassification rate" is affected by high newcomer rates; for the 2017-18 school year, LA High is listed as having 269 English Learners, which is 21% of the school population
 46% of EL students are LTELS; 126 students.
 2016-17 reclassification rate was 13%.

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

Difficulty with reading comprehension is a cause for stagnant growth on the RI. Overall, ELs score low on the Reading Inventory. Both ELs and LTELS are below benchmark in grade level 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

Next Steps:
 -use technology for reading comprehension online programs.
 -continue push-in interventions during school day
 -strengthen integrated ELD for ELA

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, reclassification rate will increase by 5% from 13% to 18%

LA High will reduce the percentage of LTELS by 10% from 52% to 42% based on actual enrollment.

*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
<p>In order to improve student outcomes the CPA, and Title III Coach will:</p> <p>1. Teachers will be taught additional research based strategies to increase English Learner academic achievement in both designated and integrated ELD in the following pathways-</p> <p>Professional developments to include:</p> <ul style="list-style-type: none"> Academic vocabulary development strategies Constructive conversation skills Strategic grouping of students to improve outcomes Structured dialogues to increase student-to-student interaction Using complex texts <p>Additional Professional Development:</p> <ul style="list-style-type: none"> Encourage teachers to attend all district designed PD sessions Embed data analysis into all department meetings Lesson study/planning time/summer/winter on site institutes Receive training in, and utilize relevant and engaging technology to support instruction of EL. <p>Ongoing data analysis of effectiveness of programs:</p> <ul style="list-style-type: none"> IAB data ELPAC scores SBAC claims Book study of works of experts in the field of language acquisition and common core as pertains to EL population 	<p>08/14/2018</p> <p>06/14/2019</p>	<p>Department administrators,</p> <p>Title III Coach,</p> <p>EL designee, ILT, and Dept. Chairs will use evaluations, observations, student work samples, and sign in sheets to determine effectiveness.</p>

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

Focus Area: Effective Classroom Instruction *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>CPA will meet with Department Chairs to provide support in designing:</p> <ul style="list-style-type: none"> -Language Objectives -DOK -Standards based lessons reflecting the ELD standards in all content areas (integrated ELD) 	<p>08/14/2018</p> <p>06/14/2019</p> <p>New</p>	<p>Principal, AP, CPA, Title 3 will monitor</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CPA will meet with Department Chairs to provide support in designing: -Language Objectives -DOK -Standards based lessons reflecting the ELD standards in all content areas (integrated ELD)	08/14/2018 06/14/2019 New	Principal, AP, CPA, Title 3 will monitor

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

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
<p>To build parent capacity and develop partnerships, parent of ELs will receive the following parent trainings:</p> <ul style="list-style-type: none"> • CELDT awareness campaign • Common core review • Review A-G requirements • Reclassification readiness • ELD standards training and demonstrations • Instructional rounds and data collection with parents • Work with after school program to include parental component • Review reclassification criteria at all parent meetings • LTEL Parent night each semester and distribution of goal sheets to each EL • Family Literacy/Math Night for parents and younger siblings <p>LAHS parent and community representatives, clerical, and teacher assistant staff will facilitate additional support for the effective convening and organization of these events/opportunities.</p>	<p>08/14/2018 06/14/2019</p>	<p>EL Coordinator, Title 3 Coach Administrators, Parent rep. will utilize evaluations, sign in sheets, and informal observations to evaluate the parent trainings</p>

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

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

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

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Culture & Climate Goal:	
<input type="checkbox"/>	CELDT
<input checked="" type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input 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

School Experience Survey Spring 2016 - latest data- reflects the following:
 45% of students feel happy and safe at school
 97% of Parents feel welcome to participate at school
 73% of All Staff feel this school is a supportive place to work.
 Most Current School Report Card:
 92% of parents feel that the Parent Center provided useful information, classes, and resources to support their student's education.
 82% of Staff feel that they get needed help in communicating with parents.
 SARC:
 Parents feel welcome on Councils and Volunteering.

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

Students need more influence on the programs at LA High.

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

The Parent Center at LA High provides support to parents through workshops, classes, and volunteer opportunities. Community reps are available for on demand translation. By promoting a collaborative environment, parents feel safe and empowered and a partner in their student's education.

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

N/A

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

LA High's culture and climate reflects a caring environment. Student leadership is increasing as well.

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

Student satisfaction in all sub areas will increase 10% on the 2018 SES.

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

Focus Area:

Student, Staff, Parent Engagement *Required

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To engage students, staff and parents, the following activities will provided and organized by the Community Representatives:</p> <ul style="list-style-type: none"> • Development of the Parental Involvement Policy and Compact • Annual Title I meeting • Coffee with the Principal meeting will be held first Friday morning of the month. Staff members will present learning opportunities and school-wide/community events to parents. Each academic department will highlight student work and achievement on a rotating basis. • Back to School Night • Two PLHBAO conferences • OPEN HOUSE • Parent attendance at various conferences and share knowledge with all stakeholders. 	<p>08/14/2018 06/14/2019</p>	<p>Sign in sheets and attendance data will be used by the Admin team, TSP, and Community Representatives to evaluate trends and the effectiveness of the program./Community Reps</p> <p>Evaluations from parents on presentations/activities to show effectiveness and generate data for creating or sustaining events/Admin, Coordinators, Teacher Team</p>
<p>LAHS parents will be offered Professional Workshops which will foster their capacity in:</p> <ul style="list-style-type: none"> • Parent school participation and effective partnerships • Home academic development • Sustainable student social and emotional support • Improved understanding of educational 	<p>08/14/2018 06/14/2019</p>	<p>The Principal, Admin team Department Chairs Coaches, Coordinators, PSW Psychologist will use sign in sheets evaluations, and observations to determine the effectiveness of the program.</p>
<p>The school will utilize numerous strategies to optimize communication with students:</p> <ul style="list-style-type: none"> *Teacher web-site pages on www.lahigh.org *Marquee announcements *Weekly homeroom scripted announcements *Connect Ed weekly updates 	<p>08/14/2018 06/14/2019</p>	<p>Admins, Technology Coordinator, and Leadership Advisor will utilize evaluations, sign in sheets, and observations to determine the effectiveness of the program.</p>
<p>Communication between the school and its staff will be supported by the Community Rep and Tile One office. It will include:</p> <ul style="list-style-type: none"> *Distributing monthly calendar at faculty meeting *Use of technology applications such as REMIND for all important staff notifications 	<p>08/14/2018 06/14/2019</p>	<p>AP, TSP Community Rep Will meet with Office Tech to discuss activities.</p>
<p>Outreach to, and communication with, parents will be conducted through such strategies as:</p> <ul style="list-style-type: none"> *Monthly Parent Newsletter mailed home to highlight classroom activities *Promoting the School Experience Survey to parents by targeted campaign including raffle prizes and class competitions for most returned parent surveys. Students will understand the importance family support for our school culture and climate. *Translation at all events *Parent Center support through establishing social media presence 	<p>08/14/2018 06/14/2019</p>	<p>AP, CPA Community Rep Will meet with Office Tech to discuss activities.</p>
<p>Twice yearly Town Hall Open Forum Meetings to foster communication with all stakeholders</p>	<p>08/14/2018 06/14/2019</p>	<p>Admins, Technology Coordinator, and Leadership Advisor will utilize evaluations, sign in sheets, and observations to determine the effectiveness of the program.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent workshops will be conducted to support parent capacity in the following areas: <ul style="list-style-type: none"> • School report card <li style="padding-left: 20px;">A-G workshops/Graduation requirements • Parent Conference Night Suggestions • Developing an Academic Environment at Home • Common Core Support at Home • California Dashboard 	08/14/2018 06/14/2019	Admins, Technology Coordinator, and Leadership Advisor will utilize evaluations, sign in sheets, and observations to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	19,000		100
CE-ESSA T1 Sch- Parent Invlmnt(7E046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	11,367	0.00	100

Focus Area:

Student, Staff, Parent Communication *Required

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Continue to communicate our school expectations, both behavioral and academic, in HR and school-wide assemblies. Workshops will be provided for parents on an ongoing basis by the Community Rep (1 @ \$24,739) on topics including: graduation requirements, 21st century skills, etc. Parent notification will be made via ConnectED, flyers, LAHS website, and email.		Effectiveness will be measured by parent attendance at workshops and improved student behavior and academic achievement. Monitored by counseling staff, dean, coordinators, teachers, and administration.

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

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

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

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:

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

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

16.1% Chronic absences (91% and lower)
 14% Basic (92-95%)
 69% Proficient (96% and above)

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

High poverty rate and insufficient access to services.

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

Increase attendance incentives
 Provide increased counseling services

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 attendance proficiency will increase 11% (from 69% to 80%)

By June 2019, Chronic absences will decrease by 7%. (16.1% to 9.9%).

*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
Through one-on-one counseling (every quarter) group sessions and school-wide assemblies, administration, counselors and faculty will deliver guidance lessons to address student attitudes, understanding of self and others, personal health and safety, communication skills, peer relationships, goal-setting/decision-making, conflict resolution, career awareness, college preparation, and post-secondary planning. There will be regular award assemblies for academics, citizenship, and attendance,	08/14/2018 06/14/2019	Administrative team, dean, counselors and selected faculty members will plan, coordinate and conduct the events and counseling sessions. Effectiveness will be measured by the referrals from the classroom teachers and the number of suspensions and by regular, quarterly individual meetings of students with their counselors.
To support the social and emotional development of LAHS students and staff, the PSA and PSW will conduct the following: * Work with specific faculty to identify students who are at risk of habitual truancy or emotional distress in order to refer students to the proper professionals within and beyond the school.	08/14/2018 06/14/2019	The PSA and the psychological social worker will plan coordinate and conduct the professional development sessions. The measure of effectiveness will be determined by the attendance rate.

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
Many absences may be due to challenges that students may face as a result of low social emotional support, lack of access to healthcare, unreliable transportation as well as transitory living patterns and/or homelessness. In order to improve the Advance/ Proficient Attendance rate from 70% to 74%, the PSA (Pupil Services and Attendance) Counselor will: -Use positive reinforcement in the form of acknowledging students with certificates, monthly incentives, and award assemblies. -Conduct educational or counseling groups for parents, -Participate in the Student Attendance Review Team and provide consultative and technical support with child welfare issues such as enrollment, residency, permits and custody. -Conduct home visits when necessary to at risk students with attendance probl	08/13/2018 06/07/2019	Administrative team, PSA counselor, At-risk counselor, and selected faculty will plan, coordinate and conduct the events. Effectiveness will be measured by the student attendance rate and the truancy rate data from MISIS, and Mydata and by results of student and family surveys on effectiveness of programs.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The PSW will: 1. Analyze data to identify at risk students 2. Provide individual, group counseling 3. Plan intervention services 4 Collaborate with teachers to support core instructional services 5. Promote a positive school climate 6. Decrease barriers to learning and increase social emotional competence	08/13/2018 06/07/2019 New	Administrative team, PSA counselor, At-risk counselor, and selected faculty will plan, coordinate and conduct the events. Effectiveness will be measured by the student attendance rate and the truancy rate data from MISIS, and Mydata and by results of student and family surveys on effectiveness of programs.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 2 Days)	N/A	N/A	13114	48,397		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Continue to provide workshops for parents by the counseling staff to support students' social and emotional growth. Invite speakers to address these needs as well including Growth Mindset and time management/organizational skills.		Effectiveness will be measured by student referral rates and work habits/cooperation grades on the 5, 10, 15 and 20 grading periods. Dean, counselors, coordinators, and administration will monitor.

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).

Los Angeles High School offers the following Advanced Placement courses: AP English Language, AP English Literature, AP Calculus, AP Spanish Lang & Culture, AP Art History, AP Biology, AP Chemistry, AP Physics, AP Computer Science, AP US History, AP Government, and AP Macro-Economics. Student have the opportunity to take any offered AP examination including but not limited to AP French, AP German, AP Music Theory, AP Psychology, AP World History, and AP Chinese and Japanese.

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.).

All students participate in school-wide assemblies twice during the school year where expectations for behavior are explained. Coordinators monitor their respective subgroups i.e. Special Ed and EL. Restorative Justice practices are implemented to limit suspensions. Students are referred to the SSPT for targeted monitoring, and are offered services as appropriate aligned with their IEPs as applicable.

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

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

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

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

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

The English Learner Advisory Committee formally met to review data such as School Report Card, SES, etc. to give suggestions to the School Site Council on the effectiveness of the SPSA. A sub-committee consisting of teachers, counselors, instructional coaches, and program coordinators analyzed student data to determine changes that must be made to increase student achievement.

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:

The Director, and other LD-West Support Team members as appropriate, will work with the principal and support staff to:

- Identify areas requiring additional support based on student data (school-wide and by disaggregated subgroups) from sources including MyData, Interim Assessments, and Student Marks Progress Reports.
- Evaluate the effectiveness of the school's Single Plan for Student Achievement (SPSA / school improvement plan) as a means of reaching its SMART goals in light of ongoing data, & guide principal in making program adjustments as indicated.
- Determine professional development activities required to target assessed needs.
- Provide principal coaching to enhance instructional leadership expertise through principal network meetings, school visits with instructional rounds, and at one or more school-based professional development activities.
- Provide professional development support through the availability of Content Area Coordinators and Specialists assigned to assist with the implementation of Common Core demo lessons, assistance with Common Core lesson planning, and training of teachers in the new Common Core Standards.

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
LOS ANGELES SH (1873601)	W	BRANDY, TRAVIS D

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,252	89.00	20.00	0.20	10183 \$ 317,328 10397 \$ 0 10400 \$ 638,932 10405 \$ 10,433 Total \$ 966,693

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

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

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 	0		<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%

<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>
	0		<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>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>
	0		<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%
<p>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></p> <ul style="list-style-type: none"> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>
	0		<ul style="list-style-type: none"> • Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%

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

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 7,452	0.00 0	0.00 0	0.00 0	0.00 7,452
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 1,434	0.00 0	0.00 0	0.00 0	0.00 1,434
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	1.00 18,448	0.00 0	0.00 0	0.00 0	1.00 18,448
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	2.00 173,662	0.00 0	0.00 0	0.00 0	2.00 173,662
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	190004	0.00 1,539	0.00 0	0.00 0	0.00 0	0.00 1,539
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 115,775	0.00 0	0.00 0	0.00 0	1.00 115,775
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00 120,993	0.00 0	0.00 0	0.00 0	0.00 120,993
13114 13114 - ITIN PSYCH SOC WKR 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
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 111,682	0.00 0	0.00 0	0.00 0	1.00 111,682
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 19,000	0.00 0	0.00 11,367	0.00 0	0.00 30,367
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
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	340101	0.00 5,100	0.00 0	0.00 0	0.00 0	0.00 5,100

LOS ANGELES SH (1873601)

40239	<input type="checkbox"/>		0.00	28,875	0.00	0	0.00	475	0.00	0	0.00	29,350
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	3	0.00	0	0.00	27	0.00	0	0.00	30
PENDING DISTRIBUTION												
Total			6.00	721,851	0.00	0	0.00	11,869	0.00	0	6.00	733,720

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**