

Los Angeles Unified School District  
*Single Plan for Student Achievement*

2017-2018

Implementation

SYLMAR CHS (1887801)



**Superintendent**  
**Michelle King**

**Board Members**

Steven Zimmer, Board President  
Dr. George McKenna III  
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Scott M. Schmerelson  
Dr. Ref Rodriguez  
Mónica Ratliff  
Dr. Richard A. Vladovic

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### SCHOOL IDENTIFICATION

School Name: SYLMAR CHS (1887801)

Local District: NE

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

**For additional information on our school programs contact the following:**

Principal: LEE, JAMES H

E-mail address: james.lee@lausd.net

SPSA Designee: ORDUNO, MONICA

Position: ADVSR, CTEGORCL PGM

E-mail address: meo0644@lausd.net

School Address: 13050 BORDEN AVE, SYLMAR, CA 91342

School Telephone Number: 8188333700

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

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

I have reviewed the Single Plan for Student Achievement (SPSA) and recommend this plan for implementation.

VERONICA ARREGUIN



06/20/2017

Typed name of Local District Director

E-Signature of  
Local District Director

Date

*Please sign here*

**Please print this page and sign.**

## SPSA Review Tracker

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

<b>Local District Director</b>	VERONICA ARREGUIN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	06/20/2017 <i>Signed Date</i>	
<b>Local District EL Compliance Coordinator</b>	SANDRA ESCARTIN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	06/20/2017 <i>Signed Date</i>
<b>Local District PACE Administrator</b>	ANTONIO REVELES <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	06/14/2017 <i>Signed Date</i>
<b>Local District Title I Coordinator</b>	ANTHONY KARCH <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	06/20/2017 <i>Signed Date</i>

## RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC)  <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/16/2017	Esmeralda Chavez	<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:** 03/23/2017  
*School plan approval appears in SSC Minutes.* Date

**Attested:**

Derek Martin	<input checked="" type="checkbox"/>	03/30/2017
Typed name of SSC chairperson	E-Signature of SSC chairperson	Date
	<input checked="" type="checkbox"/>	04/04/2017
Typed name of school principal	E-Signature of School principal	Date

*Please sign here*

*Please sign here*

***Please print this page and sign.***

## 2017-2018 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"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	<b>Amount: \$</b> <u>                    875,122</u>
<input type="checkbox"/> <b>Title I: Targeted Assistance Program (70S46)</b> Purpose: To help educationally disadvantaged students achieve grade-level proficiency.	<b>Amount: \$</b> <u>                                    0</u>
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	<b>Amount: \$</b> <u>                          15,380</u>
<input type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	<b>Amount: \$</b> <u>                                    0</u>
<b>Total amount of categorical funds allocated to this school: \$</b> <u>                          890,502</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.)

Sylmar Charter High School is committed to graduating students who are academically, socially, and emotionally ready for the next steps in their lives.

### 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?)

Sylmar Charter High School will:

- Develop students who are critical thinkers and who possess the necessary skills to be effective communicators.
- Provide a variety of learning communities best suited to each student's needs.
- Provide the academic, emotional, social, and multicultural environment needed to give students a positive sense of themselves.
- Prepare students to lead productive adult lives.
- Involve all stakeholders in the decision-making process.

### 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/>

Sylmar High School (SHS) was established on September 11, 1961 and it become an affiliated charter, Sylmar Charter High School, on July 1, 2016. Sylmar High School Magnet opened September 13, 1994. SCHS returned belongs to the Northeast Education Service Center within LAUSD.

Sylmar Charter High School is located within the City of Los Angeles in the northeastern section of the San Fernando Valley. Sylmar is a bedroom community with some small family-owned businesses and a few major chain retail and fast food establishments. Olive View–UCLA Medical Center (a county hospital) and Mission College (a mid-sized community college) are located just a short distance from SCHS. The 2010 population of Sylmar is estimated at 91,725. According to the most recent census data, Latinos make up 74% of the population, Whites 14%, African Americans 4.5%, and Asians 5.3%. SCHS's ethnic makeup, however, consists of 94% Hispanic, 3% African American, and 2% White. This variance is likely caused by the availability of private high schools for students who can afford them. Though the average income of Sylmar households is \$60,863, 81% of SCHS students qualify for Title I (as of 2013). Of the 69% of parents who responded to the LAUSD annual survey, 45% did not have a high school diploma and 29% were high school graduates. Only .07% had a college degree despite the close proximity to a community college. The disparity between the statistics for the 14 community of Sylmar and the statistics for SCHS illustrates a strong need for further change (Source: U.S. Census Bureau, 2008-2012 American Community Survey).

The modus operandi of Sylmar Charter High School for the past four years can be summed up as “constantly adapting.” Due to SCHS's low academic performance and its status as a Program Improvement (PI) school since 2001, it applied for Public School Choice (PSC) 2.0, 3.0, and 4.0. SCHS tried several different bell schedules, types of Small Learning Communities (SLCs), and interventions but was unable to meet AYP during the 2012-2013 school year. Also, SCHS's student population has decreased due to the opening of new schools in the area and LAUSD's Zone of Choice, which allows students to choose what high school they would like to attend. In 2011, SCHS gained a new principal who led the staff through PSC 4.0. The collective input from staff, students, parents, and the district's Needs Assessment Team guided SHS's new implementation plan. SHS's PSC 4.0 plan included a restructuring of the instructional team of teacher leaders, a redesigned math program overseen by a math specialist, a common instructional model, and restructured SLCs. PSC 4.0 helped SHS start the self-study process by identifying their areas of needed growth and by beginning the implementation of an effective action plan. During this time period, the loss of QEIA funding reduced the teaching and support staff. However, it coincided with the restructuring of the SLCs allowing SHS to retain teachers who committed to the PSC plan.

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

Sylmar Charter High School has changed their Small Learning Communities (SLCs) in the past several years for different purposes. In Spring 2016, teachers collaborated to redesign three-career pathway SLCs, Academy of College and Career Readiness (ACCR) for 9th grade students. The International Arts and Media (IAM) and Leadership and Public Service (LPS) SLCs redesigned their focus to become Leadership, Arts, and Media Academy. The third SLC is Business and Technology Design (BTD). Teachers wrote their Small Learning Community plans, which were approved by the School Site Council and LAUSD. Each SLC was allowed a lead teacher voted in by their SLC members. Sylmar Charter High School was approved to have a School for Advanced Studies in May 2016, currently they have 9th and 10th grade students.

As of 2016-2017, the 3 Small Learning Communities at Sylmar High School were; Leadership, Arts, and Media Academy (LAMA), Business, Technology and Design (BTD), Academy of College and Career Readiness (ACCR-9th Grade), and the Math, Science, and Technology Magnet. The overall goal of each SLC is to offer a different career pathway for students to choose from to better support their career interests.

## 3. Indicate student enrollment figures:

Over the past six years, Sylmar High School's enrollment dropped from 3485 to 1765. This drop in enrollment was due to the opening of several new high schools such as the Cesar Chavez Learning Academies, which opened in 2011-2012. In addition, Sylmar Biotech Health Academy joined the SCHS campus during the 2012- 2013 school year drawing students away that would likely have attended SCHS. In 2012-2013, LAUSD implemented Zone of Choice for the North Valley area. "Zone of Choice has emerged as a strategy to increase the number of personalized educational options available to students. Zones of Choice are geographic areas comprised of multiple high school options.

The current enrollment for 2016-2017 school year is 1720; African American (27), American Indian/Alaskan Native (2), Asian (8) Filipino (7), Hispanic (1624), Pacific Islander (1), White (44), 2 or more (7).

Subgroups  
 English Learners - 202  
 Gate - 290  
 SPED Enrollment - 235

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

Title 1 Ranking for Sylmar Charter High School is 81.25%. Overall 86.7% of the student population qualify as low-income.

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

Despite the changes in enrollment, the ethnic makeup of Sylmar High School has remained consistent over the past six years. Though our enrollment has dropped by 23% over the past three years, our Latino population has remained at 94% of the school population. The second largest ethnic group is our African American students, followed by our White students. However they only make up 1.5% and 2.5% of the total student population, respectively.

The current enrollment for 2016-2017 school year is 1720; African American (27), American Indian/Alaskan Native (2), Asian (8) Filipino (7), Hispanic (1624), Pacific Islander (1), White (44), 2 or more (7).

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

School literature such as flyers, newsletters, and handbooks are printed in English and Spanish. Committee, council, and general parent meetings are translated into Spanish, as are phone calls sent through the school's Connect Ed notification system.

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

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

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

**Other important characteristics of the school:**

- Sylmar became an affiliated charter in 2016.
- Sylmar has a magnet school on campus.

## 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 2016-2017 SPSA Evaluation is due on or before October 31, 2017.

Did the school meet all the School's Measurable Objective(s) in the 2016-2017 school year in each of the following areas?

- |   |                       |     |                                  |    |                       |     |
|---|-----------------------|-----|----------------------------------|----|-----------------------|-----|
| 100% Graduation – Did the school meet all the School’s Measurable Objective(s) in the 2016-2017 school year?          | <input type="radio"/> | Yes | <input checked="" type="radio"/> | No | <input type="radio"/> | N/A |
| English Language Arts – Did the school meet all the School’s Measurable Objective(s) in the 2016-2017 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 2016-2017 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 2016-2017 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 2016-2017 school year? | <input type="radio"/> | Yes | <input checked="" type="radio"/> | No | <input type="radio"/> | N/A |
| Social/Economic Goal – Did the school meet all the School’s Measurable Objective(s) in the 2016-2017 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:**

Key Issues for Organization: Vision and Purpose, Governance, Leadership, and Staff, and Resources:

- SCHS should work with all stakeholders to align Student Learner Outcomes, vision, and mission statements to Common Core State Standards
- SCHS needs more opportunities/time for collaboration with staff members in PLC and SLC meetings beyond the Professional Development Tuesdays
- Communication between leadership and staff should be enhanced to build a shared vision between leadership and the PLCs and SLCs
- Additional support for the District is needed to increase Professional Development for implementation of CCSS

Key Issues for Standards-Based Student Learning: Curriculum:

- SCHS needs to continue the development of common assessments and lessons that incorporate research-based, student-centered instructional strategies aligned to CCSS
- SCHS needs to increase the rigor in all classrooms for students to meet CSU/UC A-G requirements with a C or higher as dictated by the district's graduation policy for the class of 2017
- SCHS recognizes the need to increase the amount of students who attend universities, colleges or trade school after graduation from high school

Key Issues for Standards-Based Student Learning: Instruction:

- PLCs and SLCs need extended professional development time beyond the PD Tuesdays to continue to analyze data, develop common assessments fully aligned to CCSS, and share instructional strategies
- More training is needed to support teachers in the adoption and implementation of various research-based student-centered instructional strategies to increase rigor in all classes
- SCHS needs to implement consistent and on-going professional development and collaboration time with a focus on CCSS preparation, including increased opportunities for special education and ELD teachers to collaborate with general education teachers
- SCHS needs to attain the widespread adoption and utilization of technology that can make the teaching/learning process more efficient, more engaging, and more effective

Key Issues for Standards-Based Students Learning: Assessment and Accountability:

- SCHS staff need to develop additional programs and strategies to increase the number of students who participate in enrichment activities and/or support interventions
- SCHS needs to increase opportunities to engage in data analysis in order to increase student achievement
- SCHS needs to provide more targeted and effective intervention and support for students when formal and informal assessments indicate that students are not succeeding, including adopting schoolwide research-based, student-centered instructional strategies
- SCHS needs extended professional development time to continue to develop frequent common formative assessments aligned to CCSS to increase academic rigor in all classes

Key Issues for School Culture and Support for Student Personal and Academic Growth:

- SCHS must continue to raise its graduation rate
- SCHS has an active Parent Center and parent events such as Coffee with the Principal; however, the Parent Center functions with a small group of parents. Efforts must continue to expand parental involvement
- SCHS needs a systematic plan to address student ownership of campus cleanliness

### 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"/> Professional Learning Community (PLC)	The PLC groups analyzed data and had a discussion based around how to improve based on the needs of the students. Focusing on the WASC team recommendations as well the school vision and mission.	02/14/2017, 02/28/2017, 03/21/2017
<input checked="" type="checkbox"/> Small Learning Community (SLC)	The SLC groups analyzed data and had a discussion based around how to improve based on the needs of the students. Focusing on the WASC team recommendations as well the school vision and mission.	03/17/2017, 03/21/2017

**Los Angeles Unified School District  
2017-2018 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 / AMAOs
<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"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher’s Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A



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

- There was a 5% increase in graduation rate between the class of 2015 and class of 2016 based on the School Report Card

Graduation has been affected by the change in graduation requirements. Students must now complete 3 years of math and 2 years of world language. There is a high transiency rate. Students are not prepared for the transition from middle school to high school.

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

- Students with disabilities are not graduating in four year cohort.
- Our LEP students are also not completing the courses needed within their four year cohort.

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

- Counselors are having IGP (individualized graduation plan) meetings with all students making the students aware of the classes that they need in order to be able to graduate.
- Credit Recovery classes are offered for students that are not on track, after school during the year.
- Credit recovery classes are offered for students that are not on track and can not stay after school during the school day.

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

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.**

N/A

**State the School's Measurable Objective(s) for 2017-18**

Sylmar will increase the graduation rate by 2% by Spring of 2018.

\*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

*Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Staff training Rate will be provided to teachers outside of the regular assignment.                      -Professional development is held every Tuesday:                      -Teachers either meet in PLC or SLCs                      - During the PLC meetings teachers are able to develop common lessons, discuss student work, and common assessments. They also coordinate lesson plans, work on EL exams, discuss best practices, discuss periodic assessments                      - During SLC meetings teachers are able to discuss the common students in the SLC and create a support system for those students that are struggling.</p> <p>In order to supplement and support the implementation of the Common Core State Standards, we will provide teachers and staff access to professional learning to accelerate proficiency for our socially economically disadvantaged, standard English learners (SELs), English Learners (ELs), and students with disabilities (SWD). The professional development will be held during or beyond the school day depending on the grade level/department needs. Professional development focus will be on:</p> <ul style="list-style-type: none"> <li>- Common Lesson Planning and Pacing</li> <li>- Lesson Development and best practices</li> <li>- Collaborative activities to support Common Core strategies</li> <li>- Create Common Core support materials</li> <li>- Unpacking the Common Core standards</li> <li>- Data Analysis</li> <li>- Constructing Common Core assessments</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will conduct teacher observations to see the effectiveness of the professional development.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	11316 - STAFF TRNG R 1 CERT	11316	11,646		100

**Focus Area:** Effective Classroom Instruction

*Academic : 100% Graduation*

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Instructional integrity is a major cultural component with limited classroom interruption. Giving students more time to be able to engage in academic core classes. Administrators, instructional coaches, and SLC Coordinators make daily classroom observations.</p> <p>In order to ensure the most effective instructional environment and instructional interventions</p> <ul style="list-style-type: none"> <li>- Teachers will incorporate the strategies learned from professional development opportunities</li> <li>- Class size reduction teachers will reduce class size in English language arts (ELA), Math, Science, and Social Science classes to focus on key strategies to differentiate instruction</li> <li>- Class size reduction auxiliaries will reduce class size in core content classes to focus on key strategies to differentiate instruction</li> <li>- The auxiliary classes are needed to accommodate 9th grade at-risk students that are not meeting grade level standards to participate in a block schedule.</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will conduct observations of the CSR teachers to determine their effectiveness in the core content classes</p>
<p>Teacher assistants will be strategically placed, under the supervision of a highly qualified teacher, to provide instructional support in ELA classes or in classes of highest instructional need.</p> <ul style="list-style-type: none"> <li>- One-to-one assistance</li> <li>- Facilitate small groups</li> <li>- Supporting students within the classroom while teacher provide remediation to students in small groups</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>The Categorical program adviser will be the liaison between the teacher assistants and the teachers to determine their effectiveness.</p>
<p>Microcomputer Support Assistant will ensure that all classroom technology is working so that students and teachers may use technology effectively.</p>	<p>07/01/2017 06/30/2018</p>	<p>Administrator will evaluate the work of the microcomputer support assistant.</p>
<p>In order to ensure the most effective instructional environment and instructional interventions</p> <ul style="list-style-type: none"> <li>- Teachers will incorporate the strategies learned from professional development opportunities</li> <li>- Class size reduction teachers will reduce class size in English language arts (ELA), Math, Science, and Social Science classes to focus on key strategies to differentiate instruction</li> <li>- Class size reduction auxiliaries will reduce class size in core content classes to focus on key strategies to differentiate instruction</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will conduct observations of the CSR teachers to determine their effectiveness in the core content classes</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)	25690	70,734	1.00	100
CE-NCLB T1 Schools ( 7S046 )	13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	13643	112,271	1.00	100
CE-NCLB T1 Schools ( 7S046 )	10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	10562	1,463	0.00	100
CE-NCLB T1 Schools ( 7S046 )	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools ( 7S046 )	30210 - TA HEALTH&MEDBENEFIT	30210	10,200	0.00	100
CE-NCLB T1 Schools ( 7S046 )	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100

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

*Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>- Students will have access to the Intervention/Prevention Support Coordinator and CPA for pull out programs or in-class instructional intervention.</li> <li>- At-risk students will receive intensive instruction with locally designed intervention on Saturdays and after school. These students will be grouped by content strand needs and/or at-risk indicators.</li> <li>- Locally designed intervention materials will be generated for interventions beyond the school day and for in-class supplemental instruction for supporting CCSS.</li> <li>-COST (Coordination of Services Team) will meet weekly to monitor academic performance and behavior of students not meeting academic standards.</li> <li>- Intervention/Prevention Support Coordinator will receive a differential.</li> </ul>	07/01/2017 06/30/2018	Effectiveness will be measured on how CPA and the intervention prevention coordinators work with the teachers in supporting them in instructional strategies. Also working with the students that need intervention in order to assist the students on their journey towards graduation.
<p>Ed Resource Aide will work under the immediate supervision of a teacher or other certificated employee to perform classroom –related routine manual and clerical tasks, and classroom monitoring and assist in communication with parents. In addition they will:</p> <ul style="list-style-type: none"> <li>- Act as liaison between school and community.</li> <li>- Make home contact to involve more parents in school activities, including Parent Advisory Council and parent education workshops.</li> <li>- Assists in supporting and extending the focus of the school’s instructional program under the direct supervision of a highly qualified teacher.</li> <li>- Assists in maintaining a safe and nurturing environment.</li> <li>- May provide limited supervision.</li> <li>- Will provide assistance in the library to support students while they are doing research</li> </ul>	07/01/2017 06/30/2018	Categorical program advisor will work the Ed Resource Aide to determine how they can function efficiently on school campus
<p>A counselor will be purchased in order to reduce the student-to-counselor ratio. They will provide counseling services to students for early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. In addition they will:</p> <ul style="list-style-type: none"> <li>- Participate in various multidisciplinary teams, such as SST and COST to identify necessary support services.</li> <li>- Collaborate with school administration and staff in developing student knowledge, skills, and attitudes that promote personal, social, emotional, and academic growth.</li> <li>- Provide individual and group counseling and guidance to students in the academic, personal/social, and career domains.</li> <li>- Monitors and case manages student progress for targeted students</li> <li>- Consults with parents and school personnel as a means of helping students with educational and personal problems that may interfere with their learning and success in school.</li> </ul>	07/01/2017 06/30/2018	Administrator over counseling services will keep track of the progress the counselor is making with IGPs and how well they are working with their students.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	11681 - CRD DIF CAT PRG ADV	11681	758		100
CE-NCLB T1 Schools ( 7S046 )	20654 - ED RESOR AIDE C1T/5 (3 Hrs / 5 Days)	20654	11,222	1.00	100
CE-NCLB T1 Schools ( 7S046 )	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	110161	116,303	1.00	100
CE-NCLB T1 Schools ( 7S046 )	14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	14496	116,303	1.00	100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	11759 - INTVN/PREV SUPC DIFF	11759	1,516	0.00	100
CE-NCLB T1 Schools ( 7S046 )	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	117360	68,638	1.00	100
CE-NCLB T1 Schools ( 7S046 )	30165 - HEALTH WELFARE CERT	30165	-6,935	0.00	100
CE-NCLB T1 Schools ( 7S046 )	30166 - RETIREE BNFTS CERT	30166	-2,540	0.00	100
CE-NCLB T1 Schools ( 7S046 )	30170 - OPEB CERT	30170	-1,010	0.00	100

**Focus Area:** Building Parent Capacity and Partnership to Support the Academic Goal *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Training is provided to parents monthly on the following topics: - Developing a School-Parent Partnership Using the School-Parent Compact and Title 1 Parent Involvement Policy - LAUSD Graduation Requirements/College Workshops/Financial Aid Workshops - Common Core Readiness Workshops - School/Student Data Review and Relevance - How to Support Children's Learning at Home and at School - Using Technology to Access Academic Resources. -A-G Requirements -How to Navigate the College Process Instructional Materials are provided for parents during training. Materials include brochures, articles, and hands-on manipulative that support comprehension of concepts and lessons. Training provided to teachers quarterly on the following topics: - Student Led Conferencing - Holding Data Conversations with Parents - Parent communication	07/01/2017 06/30/2018	Sylmar will keep track of the number of parents attending the workshops held in the parent center. The CPA and the TSP advisor will work with the Community Rep. to provide support and suggestions on the workshops presented to the parents.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District  
2017-2018 Single Plan for Student Achievement**

**ACADEMIC GOAL – ENGLISH LANGUAGE ARTS**

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

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

Based on 2015-2016 SBAC data, we discovered the following information about the SBAC claims

- 21% of our students performed below standard for writing
- 17% of our students performed below standard for reading
- 17% of our students performed below standard for speaking and listening
- 11% of our students performed below standard for research/inquiry

Therefore writing will continue to be the focus for Sylmar Charter High School.

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

Students lack proficiency in gathering relevant information from multiple authoritative sources, assessing usefulness, integrating information into text and using footnotes/end-notes. Students demonstrate limited use of technology to write, publish and collaborate.

Students have difficulty synthesizing information and clarifying thoughts to answer a prompt in a time writing setting.

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

- Used supplemental curriculum of Spring Board with the grades 9-11.
- Students practiced on the computers for the SBAC
- Common planning time to develop lesson plans
- Questioning and discussion techniques
- Focus on writing skills

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

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.**

N/A

**State the School's Measurable Objective(s) for 2017-18**

Sylmar Charter High School will increase the number of students writing proficiently by 3% from 72% at or near standard to 75% by Spring 2018.

\*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

*Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>-Professional development is held every Tuesday:                      -Teachers either meet in PLC or SLCs                      - During the PLC meetings teachers are able to develop common lessons, discuss student work, and common assessments. They also coordinate lesson plans, work on EL exams, discuss best practices, discuss periodic assessments                      - During SLC meetings teachers are able to discuss the common students in the SLC and create a support system for those students that are struggling.</p> <p>In order to supplement and support the implementation of the Common Core State Standards, we will provide teachers and staff access to professional learning to accelerate proficiency for our socially economically disadvantaged, standard English learners (SELs), English Learners (ELs), and students with disabilities (SWD). The professional development will be held during or beyond the school day depending on the grade level/department needs. Professional development focus will be on:</p> <ul style="list-style-type: none"> <li>- Common Lesson Planning and Pacing</li> <li>- Lesson Development and best practices</li> <li>- Collaborative activities to support Common Core strategies</li> <li>- Create Common Core support materials</li> <li>- Unpacking the Common Core standards</li> <li>- Data Analysis</li> <li>- Constructing Common Core assessments</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will conduct teacher observations to see the effectiveness of the professional development.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:** Effective Classroom Instruction

*Academic : English Language Arts*

**Strategies**



Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Instructional integrity is a major cultural component with limited classroom interruption. Giving students more time to be able to engage in academic core classes. Administrators, instructional coaches, and SLC Coordinators make daily classroom observations.</p> <p>In order to ensure the most effective instructional environment and instructional interventions</p> <ul style="list-style-type: none"> <li>- Teachers will incorporate the strategies learned from professional development opportunities</li> <li>- Class size reduction teachers will reduce class size in English language arts (ELA), Math, Science, and Social Science classes to focus on key strategies to differentiate instruction</li> <li>- Class size reduction auxiliaries will reduce class size in core content classes to focus on key strategies to differentiate instruction</li> <li>- The auxiliary classes are needed to accommodate 9th grade at-risk students that are not meeting grade level standards to participate in a block schedule.</li> </ul> <p>Required Day-to-Day Subs will be provided for CSR teacher to ensure an effective and compliant program.</p>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will conduct observations of the CSR teachers to determine their effectiveness in the core content classes</p>
<p>Teacher assistants will be strategically placed, under the supervision of a highly qualified teacher, to provide instructional support in ELA classes or in classes of highest instructional need.</p> <ul style="list-style-type: none"> <li>- One-to-one assistance</li> <li>- Facilitate small groups</li> <li>- Supporting students within the classroom while teacher provide remediation to students in small groups</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>The Categorical program advisor will be the liaison between the teacher assistants and the teachers to determine their effectiveness.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	13641	112,271	1.00	100
CE-NCLB T1 Schools ( 7S046 )	10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	10562	1,463		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Intervention Programs will target students in and out of core classes to increase passing grades and allow more students to graduate. Counselors weekly meet to discuss student progress to target at risk students and coordinate intervention efforts (before school, after school, within the school day).</p> <ul style="list-style-type: none"> <li>- Students will have access to the CPA and intervention prevention coordinator for pull out programs or in-class instructional intervention.</li> <li>- At-risk students will receive intensive instruction with locally designed intervention on Saturdays and after school. These students will be grouped by content strand needs and/or at-risk indicators.</li> <li>- Locally designed intervention materials will be generated for interventions beyond the school day and for in-class supplemental instruction for supporting CCSS.</li> <li>-COST (Coordination of Services Team) will meet weekly to monitor academic performance and behavior of students not meeting academic standards.</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Effectiveness will be measured on how CPA and the intervention prevention coordinators work with the teachers in supporting them in instructional strategies. Also working with the students that need intervention in order to assist the students on their journey towards graduation.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:**

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

*Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Training is provided to parents monthly on the following topics:</p> <ul style="list-style-type: none"> <li>- Developing a School-Parent Partnership Using the School-Parent Compact and Title 1 Parent Involvement Policy</li> <li>- LAUSD Graduation Requirements/College Workshops/Financial Aid Workshops - Common Core Readiness Workshops</li> <li>- School/Student Data Review and Relevance</li> <li>- How to Support Children's Learning at Home and at School</li> <li>- Using Technology to Access Academic Resources.</li> <li>- ELA Common Core Standards</li> </ul> <p>Instructional Materials are provided for parents during training. Materials include brochures, articles, and hands-on manipulative that support comprehension of concepts and lessons.</p> <p>Training provided to teachers quarterly on the following topics:</p> <ul style="list-style-type: none"> <li>- Student Led Conferencing</li> <li>- Holding Data Conversations with Parents</li> <li>- Parent communication</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Sylmar will keep track of the number of parents attending the workshops held in the parent center. The CPA and the TSP advisor will work with the Community Rep. to provide support and suggestions on the workshops presented to the parents.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District  
2017-2018 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 / AMAOs
<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"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher’s Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

There were improvements across the board on all three claim areas. The biggest improvement was in concept and procedures, but still the weakest area.

Based on 2015-2016 SBAC data, we discovered the following information about the SBAC claims

- 46% of our students performed below standard for Concepts & Procedures
- 31% of our students performed below standard for Problem Solving
- 26% of our students performed below standard for Communicating Reasoning
- 11% of our students performed below standard for research/inquiry

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

Concepts and Procedures: Students have difficulty identifying the appropriate strategy and method to solve given problem.

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

Used common assessments and quizzes, which had SBAC type questions. Students also practiced using chrome books. First year of implementing the use of CPM books. Teachers have common conferences periods that allow the teachers to develop lesson plans. Those teachers that teach multiple courses meet after school with their PLC to develop common assessments and common lesson plans.

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

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.**

N/A

**State the School's Measurable Objective(s) for 2017-18**

Students will improve the requirements to meet the Smarter Balanced Achievement Standard by 5%, increasing from 27% meets and exceeds standard to 32% by the Spring of 2018

\*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

*Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Professional development is held every Tuesday:                      -Teachers either meet in PLC or SLCs                      - During the PLC meetings teachers are able to develop common lessons, discuss student work, and common assessments. They also coordinate lesson plans, work on EL exams, discuss best practices, discuss periodic assessments                      - During SLC meetings teachers are able to discuss the common students in the SLC and create a support system for those students that are struggling. (369.08 hrs. x \$25)</p> <p>In order to supplement and support the implementation of the Common Core State Standards, we will provide teachers and staff access to professional learning to accelerate proficiency for our socially economically disadvantaged, standard English learners (SELs), English Learners (ELs), and students with disabilities (SWD). The professional development will be held during or beyond the school day depending on the grade level/department needs. Professional development focus will be on:                      - Common Lesson Planning and Pacing                      - Lesson Development and best practices                      - Collaborative activities to support Common Core strategies                      - Create Common Core support materials                      - Unpacking the Common Core standards                      - Data Analysis                      - Constructing Common Core assessments</p>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will conduct teacher observations to see the effectiveness of the professional development.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:** Effective Classroom Instruction

*Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Instructional integrity is a major cultural component with limited classroom interruption. Giving students more time to be able to engage in academic core classes. Administrators, instructional coaches, and SLC Coordinators make daily classroom observations.</p>	<p>07/01/2017 06/30/2018</p>	

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to ensure the most effective instructional environment and instructional interventions - Teachers will incorporate the strategies learned from professional development opportunities - Class size reduction teachers will reduce class size in Math classes to focus on key strategies to differentiate instruction - Class size reduction auxiliaries will reduce class size in core content classes to focus on key strategies to differentiate instruction - The auxiliary classes are needed to accommodate 9th grade at-risk students that are not meeting grade level standards to participate in a block schedule.	07/01/2017 06/30/2018	Administrators will conduct observations of the CSR teachers to determine their effectiveness in the core content classes
Required Day-to-Day Subs will be provided for CSR teacher to ensure an effective and compliant program.	07/01/2017 06/30/2018	Administrators will conduct observations of the CSR teachers to determine their effectiveness in the core content classes

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	10562	1,463	0.00	100
CE-NCLB T1 Schools ( 7S046 )	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	13644	112,271	1.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Intervention Programs will target students in and out of core classes to increase passing grades and allow more students to graduate. Counselors weekly meet to discuss student progress to target at risk students and coordinate intervention efforts (before school, after school, within the school day).	07/01/2017 06/30/2018	Categorical program advisor along with the counselors will determine the students that need intervention to pass their classes. Effectiveness will be determined based on the number of students that are assisting the intervention classes and how they are being supported in learning the content.
<ul style="list-style-type: none"> <li>- Students will have access to the Instructional Coach and CPA for pull out programs or in-class instructional intervention.</li> <li>- At-risk students will receive intensive instruction with locally designed intervention on Saturdays and after school. These students will be grouped by content strand needs and/or at-risk indicators.</li> <li>- Locally designed intervention materials will be generated for interventions beyond the school day and for in-class supplemental instruction for supporting CCSS.</li> <li>-COST (Coordination of Services Team) will meet weekly to monitor academic performance and behavior of students not meeting academic standards.</li> </ul>	07/01/2017 06/30/2018	Effectiveness will be measured on how CPA and the intervention prevention coordinators work with the teachers in supporting them in instructional strategies. Also working with the students that need intervention in order to assist the students on their journey towards graduation

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Ed Resource Aide will work under the immediate supervision of a teacher or other certificated employee to perform classroom –related routine manual and clerical tasks, and classroom monitoring and assist in communication with parents. In addition they will: <ul style="list-style-type: none"> <li>- Act as liaison between school and community.</li> <li>- Make home contact to involve more parents in school activities, including Parent Advisory Council and parent education workshops.</li> <li>- Assists in supporting and extending the focus of the school’s instructional program under the direct supervision of a highly qualified teacher.</li> <li>- Assists in maintaining a safe and nurturing environment.</li> <li>- May provide limited supervision.</li> <li>- Will provide assistance in the library to support students while they are doing research</li> </ul>	07/01/2017 06/30/2018	Categorical program advisor will work the Ed Resource Aide to determine how they can function efficiently on school campus

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Training is provided to parents monthly on the following topics: <ul style="list-style-type: none"> <li>- Developing a School-Parent Partnership Using the School-Parent Compact and Title 1 Parent Involvement Policy</li> <li>- LAUSD Graduation Requirements/College Workshops/Financial Aid Workshops - Common Core Readiness Workshops</li> <li>- School/Student Data Review and Relevance</li> <li>- How to Support Children’s Learning at Home and at School</li> <li>- Using Technology to Access Academic Resources.</li> </ul>	07/01/2017 06/30/2018	Sylmar will keep track of the number of parents attending the workshops held in the parent center. The CPA and the TSP advisor will work with the Community Rep. to provide support and suggestions on the workshops presented to the parents.
Instructional Materials are provided for parents during training. Materials include brochures, articles, and hands-on manipulative that support comprehension of concepts and lessons. Training provided to teachers quarterly on the following topics: <ul style="list-style-type: none"> <li>- Student Led Conferencing</li> <li>- Holding Data Conversations with Parents</li> <li>- Parent communication</li> </ul>	07/01/2017 06/30/2018	

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

Los Angeles Unified School District  
2017-2018 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 / AMAOs
<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"/>	School Quality Improvement Index Report Card
<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 (e.g., student outcome data, observations, surveys, focus groups, etc.).**

Of the 218 English Learner Students, we have 75 students that passed the CELDT and their course grade of "C" or better, but need to pass the Reading Inventory test. 75 students passed the Reading Inventory test and course grade, but need to pass the CELDT tests. Of our LTEL students 9.6% of students have continued to score a 1 overall score on the CELDT. These students are comprised of students who are currently enrolled in the ELD Alternative curriculum. The other students are students who were in the country and left and have now returned and are considered LTELs because of the year they were initially tested. 21.5% of our LTEL students have passed the CELDT and are waiting to take the CELDT 2nd Administration to pass the CELDT. 18.3% of LTEL students scored a 3 overall on the CELDT. 3.2% of LTEL students are scoring an Overall 2 on the CELDT.

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

The areas of need of improvement are students who are scoring an Overall 3 and 2 on the CELDT. Some of these students are not taking ELD Courses, but their ELD needs are being met in their SPED ELA course, because they hold IEP's. This would be sufficient, but students are not receiving the full instruction in a secluded ELD course, where all the LTEL strategies and tools used to scaffold and assist students in developing Language are practiced, developed, and enhanced. We have students in the ELD Alternate curriculum that have limited verbal and comprehension skills continuously scoring Overall of 1 on the CELDT. Students are receiving instruction and teachers are trained twice a year to implement the LTEL strategies within the curriculum to support their Language and writing development. Students who are passing the CELDT or the Reading Inventory are engaged in continuous intervention being pulled out by our Title 3 Coach in after school intervention to support their continuous development in the English Language.

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

Sylmar is currently on track to meet its measurable objectives. Last school year we reached 22% reclassification and this year we are currently at 6% and will meet our 22% in June for reclassification. We provide teachers with monthly professional development, where we analyze the data of students' test scores and academic achievement and develop strategies to support their ongoing education. We provide teachers with sentence starters, train them in constructive conversations, and provide all CORE content teachers with the tools and strategies to support our LTELs in their course. We provide students with intervention during and after school. We also have students practice their language development through academic conversations and writing.

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

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.**

N/A

**State the School's Measurable Objective(s) for 2017-18**

24% of English Learner students will reclassify based on the passage of the CELDT, Reading Inventory and ELA or LTEL course with a "C" or better for the 2017-2018 school year.

\*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

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Professional development will be provided to support English Language Development to increase the percentage of English Learners advancing at least one CELDT level per year (AMAO 1), and to increase the number of English Learners attaining English proficiency as measured by the CELDT (AMAO 2). The school will conduct a 2-day Integrated ELD professional development training for ELA and Math teachers prior to the start of the calendar year to ensure high-quality integrated ELD instructional support in core content classes. Training will also be provided in reviewing data to drive instruction/planning, while improving the alignment of integrated ELD instruction and academic rigor of the common core.</p> <p>Faculty and staff will participate in professional development and/or implementation of the following actions/tasks:</p> <ul style="list-style-type: none"> <li>- Key features of SDAIE methodology (Content, Connections, Comprehensibility, and Interaction)</li> <li>- Cooperative learning strategies (such as Think-Ink-Pair-Share and Jigsaw) during content instruction to enhance English Learners' use of the academic language in academic context, negotiation of English language meaning, and adaptation of language choices based on task, purpose and text type.</li> <li>- Graphic Organizers/Thinking Maps to support English Learners' contextualization of new learning, comprehension of informational and literary text, academic discussions and production of written text.</li> <li>- Content and language objectives to maximize use of language functions and forms and academic vocabulary throughout the instructional day.</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>The Department Administrator will maintain records of sign-in and agendas of Professional Development</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:** Effective Classroom Instruction

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Categorical Program Advisor will provide support in order to apply key strategies and promote effective learning to address the needs of all at-risk EL students and support the implementation of the Common Core State Standards.</p> <ul style="list-style-type: none"> <li>- Will help design concept lessons and conduct professional development designed to meet the linguistic and academic needs of ELs</li> <li>- Facilitate with data analysis related to EL progress monitoring</li> <li>- Identify targeted ELs for intervention programs</li> <li>- Coordinate intervention programs for ELs</li> <li>- Work with teachers of English Learners to manage and interpret formative assessment data and examine student work</li> <li>- Plan and model instruction and interventions to support ELs according to their linguistic and academic needs</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Administrators conduct class visits on a daily basis – with written feedback.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher assistants will be strategically placed, under the supervision of a highly qualified teacher, to provide instructional support in ELD classes or in classes of highest instructional need. - Primary language support - One-to-one assistance - Facilitate small groups of ELs - Supporting ELs within the classroom while teacher provides remediation and/or reteaching to students in small groups	07/01/2017 06/30/2018	Administrators conduct class visits on a daily basis – with written feedback.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**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	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
- Students will have access to the CPA and intervention prevention coordinator for pull out programs or in-class instructional intervention. - At-risk students will receive intensive instruction with locally designed intervention on Saturdays and after school. These students will be grouped by content strand needs and/or at-risk indicators. - Locally designed intervention materials will be generated for interventions beyond the school day and for in-class supplemental instruction for supporting CCSS.	07/01/2017 06/30/2018	Effectiveness will be measured on how CPA and the intervention prevention coordinators work with the teachers in supporting them in instructional strategies. Also working with the students that need intervention in order to assist the students on their journey towards graduation.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:** Building Parent Capacity and Partnership to Support the Academic Goal *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Training is provided to parents monthly on the following topics: - Developing a School-Parent Partnership Using the School-Parent Compact and Title 1 Parent Involvement Policy - LAUSD Graduation Requirements/College Workshops/Financial Aid Workshops - Common Core Readiness Workshops - School/Student Data Review and Relevance - How to Support Children's Learning at Home and at School - Using Technology to Access Academic Resources.	07/01/2017 06/30/2018	Sylmar will keep track of the number of parents attending the workshops held in the parent center. The CPA and the TSP advisor will work with the Community Rep. to provide support and suggestions on the workshops presented to the parents.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Instructional Materials are provided for parents during training. Materials include brochures, articles, and hands-on manipulative that support comprehension of concepts and lessons. Training provided to teachers quarterly on the following topics: - Student Led Conferencing - Holding Data Conversations with Parents - Parent communication	07/01/2017  06/30/2018	

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District  
2017-2018 Single Plan for Student Achievement**

**CULTURE and CLIMATE GOAL – STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT**

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

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

- Monthly "Coffee with the Principal" meetings make the parents feel welcomed and invited at school by the principal. During these meetings the parents are able to share with the principal their concerns and he is able to share with them the changes that are occurring at Sylmar.
- There has been an increase in a push for parent volunteers to support the school during the day and after school, i.e. the formation of a Booster Club.
- Parent workshops are held to benefit the parents and their students. Our parent representative works closely with the parents to bring workshops that will support their understanding of the education of their children.
- Twice annually Student-led conferences are hosted to allow the parents to come on campus and get feedback from their children in how they are doing their classes.
- Some parents have difficulty communicating due to a language barrier with all the teachers in their primary language. Student leaders act as interpreters to foster effective communication between the school and family.
- Principal and administrators are actively involved and visible to parents to answer questions and parent concerns.
- Students serve on the SSC and are active, welcomed participants with their singular point of view.
- Parents feel that Sylmar is a safe community, but students feel like safety can be improved based on School Experience Survey.

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

- There is low attendance parents during parent workshops because they are primarily held during the morning hours.

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

N/A

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

- Multiple phone messages were made to parents to encourage them to complete their parent survey.
- Drawing was held for student that returned their parent survey.
- Snack party for those students that returned their parent survey.
- Contact to parents and students was made to inform them on the importance of completing both the parent and student surveys.

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

N/A

**State the School's Measurable Objective(s) for 2017-18**

Sylmar will increase parent involvement by 10% from 27% to 37% in completion of the parent experience survey by the spring of 2018.

\*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

*Cultural and Climate : Student, Staff..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community Representative – will allow us to have the parent center open throughout the day - Provide an opportunity for volunteers to be available throughout the school day. - We will be able to provide workshops during both morning and afternoon sessions. - They will work with the Small School Coordinators to collaborate on parent meetings that will inform parents about the small school and how to support their children. - Provide more opportunities for parents to meet and learn about how to better support their child with their education.	07/01/2017 06/30/2018	Sylmar will keep track of the number of parents attending the workshops held in the parent center. The CPA and the TSP advisor will work with the Community Rep. to provide support and suggestions on the workshops presented to the parents.
Instructional Materials are provided for parents during training. Materials include brochures, articles, and hands-on manipulative that support comprehension of concepts and lessons. Training provided to teachers quarterly on the following topics: - Student Led Conferencing - Holding Data Conversations with Parents - Parent communication	07/01/2017 06/30/2018	Sylmar will keep track of the number of parents attending the workshops held in the parent center. The CPA and the TSP advisor will work with the Community Rep. to provide support and suggestions on the workshops presented to the parents.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt ( 7E046 )	21720 - COMMUNITY REP.	21720	12,370	0.00	100
CE-NCLB T1 Sch-Parent Invlmnt ( 7E046 )	40269 - SUPPLMTL INSTRL MAT	40269	2,856	0.00	100

**Focus Area:** Student, Staff, Parent Communication

*Cultural and Climate : Student, Staff..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Online grading, teachers will be expected to record their grades online so that parents are able to communicate with teachers and know how their children are doing in their classes on a more regular basis. Computers classes will be held to teach parents how to access student grades, and how to support students with their homework.  Student Led Conference Nights – there are two nights held during the year where parents have an opportunity to meet with their children and their teachers to determine how they are doing in their classes.	07/01/2017 06/30/2018	Effectiveness will be based on the quantity of parents that are participating during the computer workshops as well as how often the parents review their child's grades online.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District  
2017-2018 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 / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A



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

There has been a slight decrease in overall attendance, Sylmar attendance had a decrease from 0.6% to 1.3% each month of school.  
 - 17.7% of 9th grade students are below basic and far below basic in attendance proficiency rate  
 - 12.9% of 10th grade students are below basic and far below basic in attendance proficiency rate  
 - 9.3 % of 11th grade students are below basic and far below basic in attendance proficiency rate  
 - 9.6 % of 12th grade students are below basic and far below basic in attendance proficiency rate

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

Ninth grade students have highest number of students that are absent from school. After running multiple SSPTs we have noticed that students are dealing with depression and emotional issues that the students are choosing to stay at home in order to deal with their problems.

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

Sylmar attendance proficiency rate can be attributable to:  
 1. an increased awareness of our attendance data and how it relates to the Performance Meter  
 2. a marked understanding of the “one day of absence for every twenty five days of school” policy  
 3. the introduction of our attendance incentives

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

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.**

N/A

**State the School's Measurable Objective(s) for 2017-18**

To have 76% of all students in attendance at least 96% of the time, per the Performance Meter for the 2017-2018 school year.

\*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	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
-Professional development is held every Tuesday: - Every other Tuesday teachers either meet in SLCs - During SLC meetings teachers are able to discuss the common students in the SLC and create a support system for those students that are struggling.	07/01/2017 06/30/2018	Administrators will conduct teacher observations to see the effectiveness of the professional development

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:** Social / Emotional Interventions

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
A counselor will be purchased in order to reduce the student-to-counselor ratio. They will provide counseling services to students for early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. In addition they will: - Participate in SSPTs to identify necessary support services. - Collaborate with school administration and staff in developing student knowledge, skills, and attitudes that promote personal, social, emotional, and academic growth. - Provide individual and group counseling and guidance to students in the academic, personal/social, and career domains. - Monitors and case manages student progress for targeted students - Consults with parents and school personnel as a means of helping students with educational and personal problems that may interfere with their learning and success in school.	07/01/2017 06/30/2018	Administrator over counseling services will keep track of the progress the counselor is making with IGPs and how well they are working with their students.
Nurse will follow up on health factors identified as potentially contributing to students' poor academic achievement. They will also support in the following: - Special Education Individualized Education Plan (IEP) and Special Education Related Services - Compliance with Tdap state requirements - Health-related counseling and education for parents and families, including home visits. - Staff development in health-related issues and health related counseling. - SSPTs to identify necessary support services. - Health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes, and hypertension.	07/01/2017 06/30/2018	Principal/ Department Admin.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
PSA counselor will: - Conduct home visits during or beyond the school day. - Facilitate SSC/Cost teams to provide interventions for students with chronic absences – including informational mailers and meetings with parents/families. - Coordinate incentive programs for students with perfect monthly attendance. - Provide individual or group counseling during or beyond the school day. - Refer families to community resources. - Facilitate the implementation of an absence policy for 12th graders participating in graduation and other senior activities.	07/01/2017  06/30/2018	The administrator over attendance will work directly with the PSA counselor to determine how to better support the students that are chronically absent.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	12106 - ITIN NURSE (6 Hrs / 1 Day)	12106	23,260		100
CE-NCLB T1 Schools ( 7S046 )	12103 - ITIN COUNS PSA C	12103	24,290	0.00	100

**Focus Area:** Building Parent Capacity and Partnership to Support the Social / Emotional Goal *Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Training is provided to parents monthly on the following topics: - Developing a School-Parent Partnership Using the School-Parent Compact and Title 1 Parent Involvement Policy - LAUSD Graduation Requirements/College Workshops/Financial Aid Workshops - Common Core Readiness Workshops - School/Student Data Review and Relevance - How to Support Children’s Learning at Home and at School - Using Technology to Access Academic Resources. - Importance of attendance -How Parents Can Enforce Good Attendance at Home  Instructional Materials are provided for parents during training. Materials include brochures, articles, and hands-on manipulative that support comprehension of concepts and lessons.  Training provided to teachers quarterly on the following topics: - Student Led Conferencing - Holding Data Conversations with Parents - Parent communication -Link Between Attendance and Academic Performance	07/01/2017  06/30/2018	Sylmar will keep track of the number of parents attending the workshops held in the parent center. The CPA and the TSP advisor will work with the Community Rep. to provide support and suggestions on the workshops presented to the parents.
Office Technician will provide services to low achieving students by making parent contact to verify student absences and help them understand the importance of being on campus every day and providing evidence of absences when they are not on campus. They will also work in collaboration with the CPA.	07/01/2017  06/30/2018	Administrator will work with Office Technician to determine effectiveness.

Budget
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Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	26288 - OFFICE TECH E1T/07 (4 Hrs / 5 Days)	26288	43,873	1.00	50

## 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).

Sylmar Charter HS prepares students for postsecondary education & workforce by providing ongoing presentations by colleges & universities. Students & families also receive presentations that include but are not limited to: UC/CSU application process, financial aid, college entrance exams, & how to be a competitive applicant. Pre-screened & vetted career colleges are invited to present non-4 year college/university opportunities to students. In 2016-2017 SCH offered 11 Advanced Placement (AP) courses and plans on offering an additional 4 AP courses in 2017-2018. In addition to AP courses, SCH provides students the opportunity to participate in on-site dual enrollment with community colleges. SCH is a partner school with LA Mission College, CSU Northridge, & Mount Saint Mary's University. These partnerships include special services including but not limited to: designated admissions counselors, field trips, presentations, & workshops for parents/families.

A-G presentations at IGP nights & to 9th -11th grade classes via English.

Project GRAD, Upward Bound, Educational Talent Search, UCLA's – Educational Academic Outreach Program, Educational Talent Search, & College Summit on campus

Department of Transitions – work experience opportunities & career placement guidance

Career presentations – Paul Mitchell Schools, American Medical Sciences Center, Magic Mountain

College presentations this year includes (but not limited to):

UCLA, Simpson University, Woodbury University, Brown University, UC Riverside, USC, CSUN, Mount Saint Mary's University

2016-2017 AP courses:

Chemistry, Physics, Biology, Calculus AB, Spanish Language & Composition, Spanish Literature & Composition, English Language, US History, World History, US Politics & Government, Macroeconomics

2017 – 2018 will add: English Literature & Composition, Psychology, Human Geography, Calculus BC, Computer Science Principles

Financial aid workshops for all seniors via social studies classes

CSU/UC application workshops for all seniors via social studies classes

LA Mission College partnership one on one guidance through AOC workshops:

Senior Day -provides students Assessment, Orientations, & Counseling (normally done at community college site

Senior Step Up Day – take students to LAMC for AOC, school tour, & access to retention & academic support programs

Concurrent/Dual enrollment courses on-site

Partner school with Mount Saint Mary's University which includes field trip, designated MSMU admissions counselor assigned to assist SCH students with application & financial aid, also on-site application

Attendance to conferences such as Adelante Mujer @ CSUN

College of the Canyons & LA Valley College outreach & admissions officers on-site registration

CSUN – on-site portal orientation from a CSUN admissions officer for admitted students

UC Davis - on-site portal orientation from a CSUN admissions officer for admitted students

Full-time college advisor

**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.).

Students who are struggling academically, socially, or have health issues are supported through the SSPT team. Teachers, administrator, and Parents refer a student who is struggling academically to the team, which is composed of a teacher, counselor, administrator, instructional coach, bridge coordinator, EL coordinator, the parent, the student and when necessary school psychologist and nurse. The SSPT gathers data on the student(s), such as grades, transcripts, Social Emotional Adjustment Report, EL Profiles (if applicable), work samples, interventions, strengths, areas of need, attendance, and any additional information that will assist the team in providing the appropriate interventions. The team sits together, they analyze the data, talk to the parent and student, gather further information and based on the areas of need, then the team creates an intervention plan and assigns the student a Case Manager that will ensure the student receives the interventions and follows up with the student throughout the semester at three different instances. The Case Manager makes a final assessment at the end of the three meetings and if students have made progress, then students are exited and no longer need a Case Manager or an intervention plan. If students do not make progress, then the students are re-referred to the SSPT to provide additional interventions. The types of interventions are smaller learning environments, attending the Learning Center for academic support, tutoring, when applicable, referral for a 504 plan or IEP, change of classes to best suit students learning, and graduation pathways.

**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.

School data was collected and during PLC and SLC meetings teachers were able to analyze the data. As a group they agreed on a goal that was presented to the Instructional Leadership Team (ILT). During the ILT meeting, PLC leads, administrators, and parents discussed the goals and gave suggestions to the PLCs to discuss.

Parents and community were presented with data and had a discussion on the goals being presented by the PLC and SLC leads. They provided their suggestions to them.

The PLC leads adjusted their goals and these goals were presented to the SSC committee. The SSC committee discussed the goals and approved the plan.

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

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

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

**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

A comprehensive and multi-level monitoring process assists the Local District (LD) in evaluating the implementation of the SPSA Goals and helps to inform future practice. Schools are monitored by the Local District through the use of the School Support Visit Report completed by Local District Directors following multiple site-based visits. The School Support Visit Report:

- Allows Directors to conduct performance dialogues with their network principals to review the academic progress of all students
- Is a mechanism for memorializing the support Directors offer to the schools and for giving feedback to principals
- Provides a consistent manner of summarizing an Director's visits to the campus
- Focuses on monitoring implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress
- Helps ensure that the Director and the Principal are maintaining a focus on the instructional priorities of the school
- Allows staff to determine instructional strengths and weaknesses on a school- and district-wide basis

The Deputy Superintendent of Instruction, Local District Superintendents, and Local District Directors all have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by instructional support staff.

Directors review and recommend for approval the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors supporting schools identified as Collaborative Partner, Focus, Priority, Reward, or Support schools monitor school growth and the implementation of CORE Waiver mandates. All school site budgets are reviewed and approved by the Local District Superintendent.

**In the box below, Directors must describe the additional services and support provided to the school's instructional program:**



### Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount	CE-NTLB-T1-Targeted (70S46) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	<input type="checkbox"/>	110002	0.00 4,389	0.00 0	0.00 0	0.00 0	0.00 4,389
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	2.00 36,910	0.00 0	0.00 0	0.00 0	2.00 36,910
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	1.00 116,303	0.00 0	0.00 0	0.00 0	1.00 116,303
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	190004	0.00 11,646	0.00 0	0.00 0	0.00 0	0.00 11,646
11681 11681 - CRD DIF CAT PRG ADV	<input checked="" type="checkbox"/>	190004	0.00 758	0.00 0	0.00 0	0.00 0	0.00 758
117360 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 68,638	0.00 0	0.00 0	0.00 0	1.00 68,638
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00 1,516	0.00 0	0.00 0	0.00 0	0.00 1,516
12103 12103 - ITIN COUNS PSA C	<input type="checkbox"/>	120021	0.00 24,290	0.00 0	0.00 0	0.00 0	0.00 24,290
12106 12106 - ITIN NURSE (6 Hrs / 1 Day)	<input type="checkbox"/>	120041	0.00 23,260	0.00 0	0.00 0	0.00 0	0.00 23,260
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 112,271	0.00 0	0.00 0	0.00 0	1.00 112,271
13643 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 112,271	0.00 0	0.00 0	0.00 0	1.00 112,271
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 112,271	0.00 0	0.00 0	0.00 0	1.00 112,271
14496 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 116,303	0.00 0	0.00 0	0.00 0	1.00 116,303

20654	<input type="checkbox"/>	210001	1.00	11,222	0.00	0	0.00	0	0.00	0	1.00	11,222
20654 - ED RESOR AIDE C1T/5 (3 Hrs / 5 Days)												
21720	<input type="checkbox"/>	290004	0.00	0	0.00	0	0.00	12,370	0.00	0	0.00	12,370
21720 - COMMUNITY REP.												
25690	<input type="checkbox"/>	240001	1.00	70,734	0.00	0	0.00	0	0.00	0	1.00	70,734
25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)												
26288	<input checked="" type="checkbox"/>	240001	1.00	43,873	0.00	0	0.00	0	0.00	0	1.00	43,873
26288 - OFFICE TECH E1T/07 (4 Hrs / 5 Days)												
30165	<input type="checkbox"/>	340101	0.00	-6,935	0.00	0	0.00	0	0.00	0	0.00	-6,935
30165 - HEALTH WELFARE CERT												
30166	<input type="checkbox"/>	370101	0.00	-2,540	0.00	0	0.00	0	0.00	0	0.00	-2,540
30166 - RETIREE BNFTS CERT												
30170	<input type="checkbox"/>	375101	0.00	-1,010	0.00	0	0.00	0	0.00	0	0.00	-1,010
30170 - OPEB CERT												
30210	<input type="checkbox"/>	340101	0.00	10,200	0.00	0	0.00	0	0.00	0	0.00	10,200
30210 - TA HEALTH&MEDBENEFIT												
40269	<input type="checkbox"/>	430010	0.00	0	0.00	0	0.00	2,856	0.00	0	0.00	2,856
40269 - SUPPLMTL INSTRL MAT												
40239	<input type="checkbox"/>		0.00	8,752	0.00	0	0.00	154	0.00	0	0.00	8,906
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
<b>Total</b>			11.0	875,122	0.00	0	0.00	15,380	0.00	0	11.00	890,502
			0									

## 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**