

Los Angeles Unified School District
School Plan for Student Achievement

2019-2020

Implementation

KENNEDY SH (1872501)



Superintendent
Austin Beutner

Board Members

Mónica Garcia, Board President
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Dr. Richard A. Vladovic

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SCHOOL IDENTIFICATION

School Name: KENNEDY SH (1872501)

Local District: NW

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

For additional information on our school programs contact the following:

Principal: CHAVEZ, RICHARD J

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

SPSA Designee: _____ Position: _____

E-mail address: _____

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

School Telephone Number: 8182712900

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

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



Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

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

<p>Local District Superintendent or designee</p>	<p><i>Typed Name</i></p>	<p><input type="radio"/> Revision Required</p>	<p><input type="radio"/> Approved</p>	<p><i>Signed Date</i></p>	
<p>Local District EL Compliance Coordinator</p>	<p><i>Typed Name</i></p>	<p><input type="radio"/> Revision Required</p>	<p><input type="radio"/> Meets Federal Requirements</p>	<p><input type="radio"/> N/A</p>	<p><i>Signed Date</i></p>
<p>Local District PACE Administrator</p>	<p><i>Typed Name</i></p>	<p><input type="radio"/> Revision Required</p>	<p><input type="radio"/> Meets Federal Requirements</p>	<p><input type="radio"/> N/A</p>	<p><i>Signed Date</i></p>
<p>Local District Title I Coordinator</p>	<p><i>Typed Name</i></p>	<p><input type="radio"/> Revision Required</p>	<p><input type="radio"/> Meets Federal Requirements</p>	<p><input type="radio"/> N/A</p>	<p><i>Signed Date</i></p>

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 *School 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
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/14/2019	Maricela Alvarado

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:

03/28/2019

School plan approval appears in SSC Minutes.

Date

Attested:

_____ Typed name of SSC chairperson	<input type="checkbox"/> _____ E-Signature of SSC chairperson	_____ Date
CHAVEZ, RICHARD J _____ Typed name of school principal	<input type="checkbox"/> _____ E-Signature of School principal	_____ Date

2019-2020 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:

	Allocation:	Original	Second	Third
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	1,258,320	0	0
<input type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	0
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	18,832	0	0
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	0
Total amount of categorical funds allocated to this school:	\$			1,277,152

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

NOTE: Allocations for Other Program do not transfer to Budget Summary Report

Allocation

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.)

Creating a culture of critical thought, collaboration, inclusion, and perseverance to empower and educate today's youth.

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?)

The Mission of John F. Kennedy High School is to inspire students to engage in rigorous inquiry through examining diverse points of view, technological application, and collaboration to solve problems now and in the future.

School Profile Description

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

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

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

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

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

The student body of Kennedy HS is culturally diverse. Spanish, Arabic, Tagalog, Hindi, Armenian, Urdu, Russian, Korean, Thai, and Punjabi are all languages that can be heard on our campus on any regular day. In addition to being culturally diverse, the student body is also economically diverse. John F. Kennedy High School's Title I status is school-wide. According to MyData, 75.05% of students qualified for free and/or reduced price meal for 2018-19. The socio-economic status of the remaining student-body varies widely, ranging from lower middle-class to upper middle class backgrounds.

- grade levels/school configuration

John F. Kennedy High School is a comprehensive high school that provides an education to 9th, 10th, 11th and 12th graders. There are two magnets--the Architecture, Digital Design Arts & Film Making magnet program and the Gifted-Highly Gifted-High Ability Medical Magnet. The school also hosts two SLCs--the Teaching Academy and the Freshman Academy.

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

John F. Kennedy High School is a comprehensive high school that provides an education to 9th, 10th, 11th and 12th graders. There are two magnets and two small learning communities. 14% of the student population are in the special education program.

3. Indicate student enrollment figures:

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

	Grade 9	Grade 10	Grade 11	Grade 12
2018-2019*	727	591	508	476
2017-2018	624	606	508	480
2016-2017	623	538	462	499
2015-2016	575	548	494	459
2014-2015	532	608	519	434
2012-2013	648	594	560	483
2011-2012	670	582	631	521

As of March 2019, of the 2,302 students enrolled; 30.1% were in the Gifted Program, 4.7% were EL students, 14.2% were Special Education students, and 81% were in the Title One Program.

*Data provided by MyData March 22, 2019

Students at Kennedy speak 22 different languages. Predominant among these are English, Spanish, Tagalog, Armenian, Korean, and Arabic. One part-time EL Designee and two bilingual teaching assistants provided services to English Language Learners (EL). Our EL population consists of 109 students. 48 ELD students participate in a Structured English Immersion Program, 55 are considered LTELs. The rest of the students mainstreamed into the regular curriculum. The district's mandated EDGE ELD Program and English Language Proficiency Assessments for California (ELPAC) are used for initial placement and assessment of the ELD students. All English Learners receive access to the core curriculum through sheltered classes implementing Specially Designed Academic Instruction in English (SDAIE) strategies in English, mathematics, social studies, and science (Intergrated ELD).

According to MyData, there were 55 LTEL students at Kennedy on March 2019. LTEL students receive instruction in either the Advanced ELD program or in the Language and Literature classes. Both of these programs offer an additional intervention class that is designed to ensure LTEL students receive access to grade level English curriculum. One part time EL Designee has been assigned to work with our EL population this year. Data from Focus Metric at a Glance revealed that there are 903 RFEP enrollment (39%), 109 EL (5%), and 55 LTEL (2%) enrollment. For this academic school year, there have been 23 students that have been RFEPS. Lastly, there are 325 students in the Special Education Program (14% of the population). 140 are in Resource Specialist Program and 185 students are in the Special Day Program.

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

John F. Kennedy High School was designated as a Title I school in 2002. The school's Title I status is school-wide, which allows all students to receive Title I services. The percentage of Title I students in 2018-19 was 79%. According to the 2018-19 LAUSD school ranking data, 75% of John F. Kennedy High School students qualified for the federal free or reduced price lunch program. The socio-economic status of the remaining student-body varies widely, ranging from lower middle-class to upper middle-class backgrounds.

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

Kennedy High School is culturally and racially diverse; however, the student body is predominately Hispanic, white, and Filipino. According to the 2019 FOCUS data, there are 18 languages spoken by students at Kennedy HS. The chart below identifies the seven most spoken languages by our students. Predominant among these are English, Spanish, Tagalog, and Farsi.

- ENGLISH 868 (43%)
- FARSI 6 (.2%)
- TAGALOG 38 (1.86%)
- PUNJABI 9 (.4%)
- RUSSIAN 4 (.1)
- SPANISH 1086 (53%)
- VIETNAMESE 4 (.1%)

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

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

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

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

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

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

Other important characteristics of the school:

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

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 School Plan for Student Achievement:

1. Continue to work toward consistent use of instructional technology across teachers and departments.
2. Continue to develop, implement, and refine common pacing plans and common assessments and clear, rigorous expectations for all students.
3. Continue to focus professional development on the use of data to analyze student performance and modify instruction. In turn, provide time for regular departmental evaluation and review of current assessment (both formative and summative) to drive instruction.
4. Continue to utilize instructional rounds to inform instruction.
5. Provide systematic and sustainable time for regular departmental evaluation and review of current assessment (both formative and summative) to drive instruction.

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 strategies proven to be effective). *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	Review SBAC data and evaluate the effectiveness of the educational programs (10/11). Reviews SBAC data and graduation rate (11/8) Review SPSA Template and discuss Title One allocation for 2019-20; evaluate parent engagement activities (2/7/2019) Review 7S046 Title One allocation. Discuss needs assessment. Review and approve 2019-20 SPSA. Review and approve 2019-20 Title One budget	10/11/2018, 03/28/2019, 11/08/2018, 02/07/2019, 03/07/2019
<input checked="" type="checkbox"/> Departments	SPSA modification and needs assessment. ELA and Math department reviewed, discussed, and amended current plan (3/7/2019). Instructional Leadership Team presentation on SPSA and Title One Coordinator conducted needs assessment (3/4/2019)	03/07/2019, 03/04/2019
<input checked="" type="checkbox"/> English Learner Advisory Committee	Reviewed SPSA and 2019-20 template and needs assessment.	01/24/2019

Los Angeles Unified School District
2019-2020 School Plan for Student Achievement

100% GRADUATION AND BEYOND

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" 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 100% Graduation based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

According to the 2018-19 School Experience Survey, 89% of the students surveyed agreed to the following question: "I know which A-G courses I need to pass with a 'C' or better to get into college." The CA Dashboard data revealed that the school's graduation rate ("All Students") increased from 89.4% (2016-2017) to 92.5% (2017-18) an increased by 3.1%. The school's Graduation Rate Indicator is Green. In addition, the College/Career Indicator for the All Student is Green. Students' college and career readiness grew by 3% from 40.2% in 2016-17 to 43.2% in 2017-18. Additionally, the CA Dashboard revealed that the EL subgroup's Graduation Indicator is "Yellow" (a gain of 4.1% from 66.7% in 2016-17 to 70.7% in 2017-18). The Students with Disabilities grew by 11.5% from 65.3% (2016-17) to 76.8% (2017-18). The White student subgroup graduation rate dropped by 9.1% from 91.3% in 2016-17 to 82.2% in 2017-18. The subgroup's Performance Indicator Color is Orange. The following chart shows the number of students in the four-year cohort or Dashboard Alternative School Status (DASS) by student groups in 2017-18.

All Students	African American	Asian	Filipino	Hispanic	Pacific Islander	White	English Learners	Socio-economic Dis.	Students with Disabilities	Foster Students	Homeless Students	
468	14	16	13	374	3	45	41	412	56	2	11	
100.00%	3.00%	0.40%	3.40%	2.80%	79.90%	0.60%	9.60%	8.80%	88.00%	12.00%	0.40%	2.40%

The following CA Dashboard chart shows Prepared Students: Met via A-G Coursework by subgroups. 87.6% of the students completed course that meet the University of California or California State University a-g criteria with a grade of C or better, plus one of the following criteria:
 -CTE Pathway completion with a C or better on the capstone course.
 -Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least Level 2 "Standard Nearly Met" in the other subject area.
 -One semester/two quarters of college coursework with a grade of C or better in Academic/CTE subjects where college credit is awarded.
 -A score of 3 on one AP Exam OR a score of 4 on one IB exam.

All Students	African American	Asian	Filipino	Hispanic	White	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Homeless Students
177	4	6	9	136	21	3	152	6	2
87.6%	100.0%	85.7%	100.0%	86.1%	100.0%	60.0%	86.4%	100.0%	66.7%

According to Mydata statistics, 73% of this year's seniors are on track to graduate. 20% of the students are missing 1-2 semester courses to be on track to graduate and 4% are missing 5 or more semester courses to be on track to graduate.

Grad Year	% Tier 3: Missing 5+	% Tier 2: Missing 3-4	% Tier 1: Missing 1-2	% On-Track	# of Students
2019	4%	2%	20%	73%	477
2020	6%	3%	16%	74%	557
2021	3%	3%	10%	84%	613
2022		1%	2%	98%	684
Grand Total	3%	2%	11%	84%	2,331

The data also revealed that in Fall 2018 43% of the Hispanic students of the graduating class or 2019 are On-Track to graduate; 57% are Not On-track. 49% of White students are On-Track while 51% are Not On-track to graduate. Lastly, 42% of Filipino student subgroup are On-Track to graduate; 58% are Not On-Track to graduate. The School Experience Survey also revealed that only 67% of the 1,601 students surveyed agreed to these questions: "Adults at this school have talked to me about different college choices for my future." "Adults at this school have talked to me about different career choices for my future."

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

Many students are having difficulty passing their core classes particularly Algebra 1 and Algebra 2. As revealed in the SBAC data students need more instruction and practice with "Concepts and Procedure" for math and "writing" for ELA. Many students are deficient in basic skills in math and are unable to pass their math classes. As noted above, only 73% of the 2019 graduating cohort are on track. 20% of the seniors are missing one to two A-G course work; 6% of this year's seniors are behind three or more classes. As discussed in the math section, high percentage of students are failing their math classes. First good teaching need to address students' academic shortfall, review and reteach math standards, differentiate instruction to address the diverse learning style and the needs of the students, and focus on teaching students math concepts and the various procedures to solve math equations.

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

The school's graduation rate increased by 3.1%. Academic interventions were provided to at-risk students be on track to graduate. They included close monitoring by teachers, counselors, coordinators, administrators, and parents and referring students to After School Tutoring Program, Saturday School Academic Programs (Level Up and Credit Recovery), Winter Plus, Spring Plus, and adult schools when needed. In addition, core teachers differentiated classroom instruction to meet the needs of diverse learners, utilized technology to increase students interest, and reviewed data including the 10 Week Grade district mark report to help at-risk students meet standards. Also, the school implemented initiatives to recognize and celebrate student success with award assemblies and Honor Roll "Hall of Fame".

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

According to the CA Dashboard, the White student subgroup's graduation rate dropped by 9.1% from 91.3% (2016-17) to 82.2% (2017-18). The subgroup's performance level is "Orange." Teachers, counselors, and coordinators will closely monitor these students to ensure that they are making progress in their academic classes. Targeted intervention will be provided during the school day and after school. Educational Resource Aides will be hired to support students in the core classes especially math. Academic tutoring will be available before school and after school. The counselors will also meet with these students on a quarterly basis and refer them to Saturday School Credit Recovery Program and/or Winter Plus and Spring Plus to make up credits so they can be on track to graduate.

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

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required if this Goal is addressed.

By June 2020, the school's graduation rate will increase by 3 percent from 92.5% (2018) to 95.5% to move the graduate rate Performance Level from Green to Blue as measured by the CA Dashboard.

By June 2020, the White student subgroup will increase its graduation rate by 15 points from 82.2% (2018) to 97.2 to move from Orange Performance Level to Yellow as measured by the CA Dashboard.

By June 2020, with close monitoring, the Student with Disabilities subgroup will increase its graduation rate by 10 points from 76.8% (2018) to 86.8% to move from Yellow Performance Level to Green as measured by the CA Dashboard.

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

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

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Categorical Program Advisor will ensure the proper administration of the Title One Program and be in compliance with district, state, and federal mandates. In addition, the CPA will provide direct services to students, conduct professional development activities including the facilitation of effective instructional programs, monitor academic intervention program and student progress, and coordinate parent workshops/activities to promote parent involvement.	07/01/2019 06/30/2020	The principal and/or administrative designee will review sign in sheets, the School Experience Survey Report, Title One Ranking report, WASC report, and analyze the School Report Card for positive feedback to determine the effectiveness of the program.
Staff Training--to provide two buy-back days (8/15 and 8/16) to train 100 teachers by CUE Rockstars on various student-centered instructional strategies for infinite learning. Additional Schoology training will be provided to staff to activate, review, and manage their accounts, create classes, learn objectives, manage their grade book, upload/share documents, and manage communication with user groups including students, parents, and the administrators. In addition, teachers will continue to receive training on online apps and technology such as the Viewsonic Viewboards and other digital media/recording such as "Listenwise" to differentiate classroom instruction. Core department teachers will also meet at least once a semester to: 1. review and adjust the pacing plan. 2. analyze data--including but not limited to the District mark reports, SBAC, interim assessment, the School Experience Survey Results, and departments' common assessments. 3. discuss and implement department intervention. 4. discuss best practices and modify instructional practices to meet the needs of the students. Schoology training will be provided to classified staff (8/26-8/27) on the Learning Management System (LMS) and strategies to working with at-risk students.	08/15/2019 06/05/2020	The principal and/or administrative designee will review agenda, sign in sheet, and evaluation forms to determine the effectiveness of the program.
Teachers will be empowered and encouraged to attend conferences to acquire researched based instructional strategies in order to improve their instructional practices. Conferences include but not limited to Fall CUE 2019, CUE (March 2020) and core content related conferences such as CATE, 2020 Curtis Center Conference Program, California League of High School Mathematics Conference and English Conference, the California Science Education Conference, Social Studies Conference (March 2020), UCLA Center X, CABE (March 2020), AMAE, ACSA Leadership Symposium, Deeper Learning Conference (March 2020), Project-Based Learning Conference, ASU GSV Summit Bledning the Arc of Human Potential, and 2020 INACOL Symposium. Administrators, coordinators, and teachers will attend conferences and collaborate to provide onsite training to teachers and staff. After each professional development/training, classroom teachers will incorporate instructional pedagogies such as web-based instruction, the Blended Learning strategy, cooperative learning groups, Socratic seminars, project based instruction, and independent research to allow students to think, practice, and integrate new ideas into their growing knowledge structure. Teachers will model, demonstrate, and create "real-life" word problems related to mathematics to address the Common Core Mathematics Standards.	07/01/2019 06/30/2020	The principal and/or administrative designee will review conference materials, agenda, sign in sheet, and evaluation forms to determine the effectiveness of the program.
Coordinator X time (non-tutor) for the CPA to work outside of the basic assignment (August 12 -16 days--20 hours) to plan professional development, organize parent workshops and training as well as support meeting with parents during orientation before the new school year, provide in-services, 100 hours to plan and monitor the federal meal program initiative, review categorical program mandates, develop and monitor intervention programs (Saturday School in the fall and spring semester), and 3 days (June 16- 18, 2020--18 hours) at the end of the school year to conduct equipment inventory and contact vendors to close the book for the programs.	07/01/2019 06/30/2020	The principal and/or administrative designee will review sign-in sheets, the School Experience Survey Report, Title One Ranking report, WASC report, and analyze the School Report Card for positive feedback to determine the effectiveness of the program.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher related day to day sub will be provided to core teachers to attend professional development conferences (CUE, CA League of High School ELA / Math, National Science Conference, CA Social Studies Conference, MiniCue Conference, ACSA Conference) and to collaborate (9/26-9/27), review instructional pedagogy, discuss findings from instructional rounds to refine instruction to better meet the needs of students (once a month). Core subject teachers will also be released to review and refine common pacing plans, common assessments, and develop rigorous inter-disciplinary activities/projects to help students understand and master content standards.	07/01/2019 06/30/2020	The principal and/or administrative designee will review agenda, sign in sheet, and evaluation forms to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	NS594224	N/A	117361	116,739	1.00	100
CE-ESSA T1 Schools(7S046)	1000	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	10,200		100
CE-ESSA T1 Schools(7S046)	1000	11316 - STAFF TRNG R 1 CERT	N/A	N/A	11316	50,410	0.00	100
CE-ESSA T1 Schools(7S046)	1000	10377 - TCHR RELEASE DAY/HRS	N/A	N/A	10377	14,400	0.00	100
CE-ESSA T1 Schools(7S046)	2100	50080 - STAFF CONF ATTEND	N/A	N/A	50080	10,000	0.00	100

Focus Area:

Effective Classroom Instruction

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To support the integration of technology, the IT Support Tech will provide technology support to the classrooms and maintain computer labs, including the Chromebook carts, laptop carts, and review education software/apps and programs to support student learning.	07/01/2019 06/30/2020	The principal and/or administrative designee will monitor and provide guidance to ensure that the school's technology needs are met.
Education Resource Aides (three (3) six-hours (one bilingual in Spanish) and three (3) for three hours) to work with teachers in English, World History, and Algebra 1 and 2 classes in order to reinforce instruction, facilitate small group discussion, and support instructional remediation to improve student learning.	07/01/2019 06/30/2020	The principal and/or administrative designee will monitor and review sign in sheets, District Mark Reports, and student interaction in the classrooms to determine the effectiveness of the program.
Provide curricular trips (10 buses) to the Holocaust Museum, the Reagan Library, Science Center, Natural History Museum, Los Angeles County Museum of Art, Japanese-American Museum, and La Brea Tar Pits and Museum to differentiate and maximize learning. These curricular trips will help students make connections to classroom instruction as related to science, social science and reading and writing content standards.	07/01/2019 06/30/2020	The principal and/or administrative designee will review program information, lesson plans, and District Mark Reports to determine the effectiveness of the program.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Office Tech to provide support to the instructional program through making phone calls to parents of participating students in intervention program, organizing and sorting student information, data entry, and filing of documents.	07/01/2019 06/30/2020	The principal and/or administrative designee will review sign in sheets, program information, and school report to determine the effectiveness of the program.
To acquire supplemental reading materials to enhance the classroom instruction in Biology, history, and ELA. Student workbooks will be acquired to supplement classroom instruction in US and World History classes. Biology for NGSS written to meet the requirements of the Next Generation Science Standards (NGSS) for High School Life Sciences (HS-LS) will be acquired to help science teachers implement activities aligned to NGSS and boost student interest. In addition, high interest titles will be purchased to engage students in active reading and as result improve literacy skills. The following titles will be acquired for students to use in the classroom: Looking for Alaska, Life of Pi, Across a Hundred Mountains, Ceremony, Hate U give, Curious Incident of the Dog in the Night-time, Miles Morales Spider-man, I am not your perfect Mexican, Where she went, Feed, Child called It, Brief Wondrous Life of Oscar Wao, and Absolutely true Diary of a Part Time Indian. To acquire The EduProtocol Field Guide: 16 Student-Centered Lesson Frames for Infinite Learning by Jon Corippo (100 copies) to support teacher training to differentiate classroom instruction and support student learning.	07/01/2019 06/30/2020	The principal and/or administrative designee will review program information, lesson plans, and District Mark Reports to determine the effectiveness of the program.
Non-Capitalized equipment--to acquire 10 Epson LCD projectors (\$737 x 10 = \$7,370 + \$682 (tax))=\$8,052 12 Viewsonic Viewboards with cart: Viewsonic viewboard (\$3,099.55 each x 12 = \$37, 194.46); Cart with mounted bracket \$426.63 x 12 = \$5,119.56; Viewsonic Viewboard IFP50 seris slot-in PC (Windos 10 pro, it, 8GB) \$792.45 x 12 = \$9,509.40; Wall mount support for 48in-98in CDE \$7.28 x 12 = \$87.3; Additional 8GB memory \$52.77 x 12 =633.24; Non Taxable delivery and installation \$72.50 x 12 = \$870; Tax \$415.97 x 12 = \$4,991.67 Sub total: \$58,405.69 Grand total: \$66,458 Grand total of non-capitalized equipment expenditure = \$66,458 for teachers to make technology an integral part of their classroom instruction and to differentiate instruction to increase student achievement.	07/01/2019 06/30/2020	The principal and/or administrative designee will review program information, lesson plans, and District Mark Reports to determine the effectiveness of the program.
Education Resource Aide X Time budgeted for Ed Resource Aides to help make phone calls to improve parent engagement and to work with at-risk students in the tutoring center before and after school (starting August 26, 2019 - Dec. 13, 2019 and Jan. 13 - June 1, 2020), in small groups, and help individual students with their academic needs.	08/26/2019 06/30/2020 New	The principal and/or administrative designee will review sign in sheets, phone logs, student work, and District Mark Reports to determine the effectiveness of the program.
Contract Instructional Services--to establish service agreements with Toshiba and support duplication needs for the parent center and the core classrooms. Bizhub283 (Title One Office A215), Duplo machine ID#U601075 (Title One Office A215), and Duplo machine Serial Number 051059416 (Storage room across B200). This will provide parent facilitators and teachers the ability to supplement their classroom instruction with reading handouts for group activities, student worksheets, and quizzes to monitor student academic progress.	08/19/2019 06/30/2020 New	The principal and/or administrative designee will review lesson plans and District Mark Reports to determine the effectiveness of the program.
To support the integration of technology, the Information System Support Assistant will provide technology support to the classrooms by setting up mutl-media system and provide basic computer maintenance to the Chromebook carts, laptop carts, and and computer labs.	07/01/2019 06/30/2020 New	The principal and/or administrative designee will review maintenance logs, school inventory list, and school surveys to determine the effectiveness of the program.
Budget		

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	24780 - ED RESOR AIDE C1T/04 (3 Hrs / 5 Days)	30445018	N/A	24780	11,501	1.00	100
CE-ESSA T1 Schools(7S046)	1000	20705 - ED RES AIDE SP C1T/5 (6 Hrs / 5 Days)	30445017	N/A	20705	46,697	1.00	100
CE-ESSA T1 Schools(7S046)	2100	25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	30391379	N/A	25690	74,727	1.00	100
CE-ESSA T1 Schools(7S046)	1000	24780 - ED RESOR AIDE C1T/04 (6 Hrs / 5 Days)	NS721453	N/A	24780	45,246	1.00	100
CE-ESSA T1 Schools(7S046)	1000	24780 - ED RESOR AIDE C1T/04 (6 Hrs / 5 Days)	NS209032	N/A	24780	45,246	1.00	100
CE-ESSA T1 Schools(7S046)	1000	20829 - EDUC.AIDE X TIME	N/A	N/A	20829	6,273		100
CE-ESSA T1 Schools(7S046)	2100	40125 - NON-CAP EQUIP-OTHER	N/A	N/A	40125	66,458	0.00	100
CE-ESSA T1 Schools(7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	4,529	0.00	100
CE-ESSA T1 Schools(7S046)	1000	20705 - ED RES AIDE SP C1T/5 (3 Hrs / 5 Days)	NS185635	N/A	20705	12,133	1.00	100
CE-ESSA T1 Schools(7S046)	1000	24780 - ED RESOR AIDE C1T/04 (3 Hrs / 5 Days)	NS432089	N/A	24780	11,501	1.00	100
CE-ESSA T1 Schools(7S046)	2100	25519 - INFOSYS SPTAST C1T/5 (8 Hrs / 5 Days)	NS476929	N/A	25519	68,840	1.00	100
CE-ESSA T1 Schools(7S046)	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	4,100	0.00	100
CE-ESSA T1 Schools(7S046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	4,000	0.00	100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Acquire an office technician to provide support to the Title One Program and assist with the summoning of students, contacting parents of at-risk students, supporting the school and students with daily attendance check, Title One meal eligibility, sending reminder to students on intervention programs, and help the Parent Center with parent involvement activities. The typical duties will include: preparing letters and reports, entering data for intervention programs, maintaining records for the Title I program, and assisting with communication needed.	07/01/2019 06/30/2020	The principal and/or administrative designee will review daily logs, sign-in sheets and the School Report Card to determine the effectiveness of the program.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To increase the achievement levels of at-risk students and low-income students, the school will focus on setting high standards, delivering a challenging curriculum, effective enrichment intervention programs, and acquiring highly qualified teachers. Kennedy High School will provide students with rigorous instruction with an emphasis on the CCSS and allow students to experience hands-on, student-centered learning. The following strategies will be utilized to accelerate the performance of significant subgroups:</p> <ol style="list-style-type: none"> 1. The School Based Management Team, the Instructional Leadership Team, coordinators, administration, and counselors will provide comprehensive professional development for teachers, counselors, administrators, and paraprofessionals on technology like MISIS, Mastery Connect, Google Classroom, and other instructional programs and/or software/apps. 2. Provide sub coverage for teachers to observe best practices and/or participate in Instructional Rounds and also to review disaggregated data at the beginning of each semester (August 22-27, 2019 and January 14-17, 2020) to identify at-risk students and develop departmental strategies and interventions. 3. Identify and provide at-risk students in ELA with the Accelerated Readers program. 4. Provide at-risk students in math with Ingenuity or the IXL program. 5. Teachers and counselors to communicate and/or meet with the parents of at-risk students and enroll them in the Saturday Credit Recovery Program. 6. LTEL, ESL, and resources teachers to meet after the regular work day to review student data, collaborate, and develop scaffolding activities to be implemented with sub groups in the classroom. 	<p>08/22/2019 01/23/2020</p>	<p>The principal and/or administrative designee will review sign-in sheets and district mark reports to determine the effectiveness of the program.</p>
<p>Tutor X time will be provided for teachers to work after the regular work day to help students in the After School Tutoring Program (starting August 20, 2018 - June 3, 2019) and in the Learning Center for math, English, science, and social science classes. Three teachers will be hired to work after the regular working day in the learning center during fall and spring semester (3 teachers x 23.3 hours x \$85 = \$5,950). The Learning Center will continue to be supported by the Title One Program and ARC, an award-winning after-school educational program from Beyond the Bell. The goal of the tutoring program is to advance the educational and personal success of students through strategic and high-quality instructional support including student mentorship and one-on-one and/or small group tutorial services. Teacher tutors will also be hired to provide academic support to the Saturday School Programs. Ten teachers will be hired for the fall Saturday School program for 4.5 hours per day for fifteen Saturdays (10 x 15 x 4.5 hrs x \$85/hr = \$57,375) and 10 teachers for spring semester Saturday School program (10 teachers x 15 days x 4.5 hrs x \$85 = \$57,375). Subtotal of \$114,750. Grand total: \$5,950 + \$114,750 = \$120,700</p>	<p>08/19/2019 06/05/2020</p>	<p>The principal and/or administrative designee will review daily logs, sign-in sheets, district mark reports, and the School Report Card to determine the effectiveness of the program.</p>
<p>Teacher X-time (non-tutor) for teachers and coordinators to work outside the regular work day (August 8 - August 29) to plan PDs on LAUSD Schoology modules--Learning Management System (LMS) and Teacher Grade book, and to meet and to plan professional development on Education Protocol strategies (Jon Corippo). Also, for teachers to meet, analyze and develop disaggregate data, and plan professional development to help teachers understand the academic needs of students.</p>	<p>08/08/2019 06/30/2020 New</p>	<p>The principal and/or administrative designee will review lesson plans, district mark reports, and the School Report Card to determine the effectiveness of the program.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2700	26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	30414476	N/A	26288	69,314	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	120,700	0.00	100
CE-ESSA T1 Schools(7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	8,500	0.00	100

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

Academic : 100% Graduation

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

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status		Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
<p>The school will continue to build partnerships with parents and the community to support the academic growth of students. Teachers will monitor student progress and contact parents/guardians if a student's grade falls below a D. The Parent Center will continue to build stronger, healthier families by empowering parents through resources, services, and parenting education. Kennedy HS Parent Passports will be issued to parents and guardians. They will be encouraged to attend school events and activities.</p> <p>Coordinators, counselors, teachers, and the Parent Center Community Representative will help facilitate parent workshops, classes, and provide basic conversational language class to help non-English speaking parents understand the school culture, expectations, and policies. Teacher activity differential will be provided to teachers to help build parent capacity and support parent engagement.</p> <p>The Parent Center will have computers linked to the school's website, LAUSD parent portal, and Schoology. Additionally, the school's Title I Coordinator, TSP Coordinators, counselors, administrators, and school staff will collaborate with the Parent Center to provide workshops based on parents' needs and help parents expand their capacity to support their children emotionally, socially, and intellectually. Workshops and classes include:</p> <ol style="list-style-type: none"> 1. ESL speaking class 2. A-G requirements 3. College/financial aid information 4. Common Core State Standards 5. The Single Plan for Student Achievement 6. The School Safety Plan 7. The School Report Card 8. Parent Compact and Parent Family Engagement Policy 9. Restorative Justice <p>(Parent classes and workshops will be funded with other school funds and/or grants).</p>				<p>08/19/2019 06/05/2020</p>		<p>The principal and/or administrative designee will review workshop agenda, sign in sheets, and parent responses on the School Report Card to determine the effectiveness of the program.</p>		
<p>Supplemental instructional materials from Woodburn Press "How to Get Good Grades" and Channing Bete "Common Core State Standards," will be acquired for parent workshops and classes (funding noted in SIM in 100% Graduation section).</p>				<p>08/19/2019 06/30/2020</p>		<p>The principal and/or administrative designee will review workshop agenda, sign in sheets, and parent responses on the School Report Card to determine the effectiveness of the program.</p>		
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District
 2019-2020 School 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"/>	ELPAC
<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 checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

The English department showed improvement according to the California School Dashboard. Overall, the school showed growth. There was a 6.4 point growth, and the school remains 14.6 points above the standard for All Students subgroup. There was a drop in two subgroups test scores. English Learners and Students with Disabilities subgroups are both in performance level "Red." The data revealed that EL subgroup is -117.7 points from meeting standard and Students with Disabilities subgroup is -97 from meeting standard.

The usage of Star Testing has shown an overall growth in student's reading levels and comprehension, with the average student increasing 1.5 grade levels over the course of the year. The results vary based on the individual, but the overall trend is encouraging and shows the value of the school's AR program.

No Red Ink and Common Lit are new programs that the department is using to show growth and skill in grammar and reading comprehension respectively, but there is no current baseline of data to compare against since it is in its first year of implementation. No Red Ink functions following a mastery grading model, whereas Common Lit and the Pearson online tests are meant to emulate the SBAC tests that students take their junior year. However, the growth on student progress as measured by the California dashboard leads us to believe that these tools are helping students to further develop their skills.

Student test results as measured by the IAC and IAB tests with the CAASPP echo these details, as the students are showing growth over time.

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

The two areas of growth for the English department are to work on the progress of both English Learners and students with disabilities. In both, according to the California Dashboard, test scores dropped--English Learners dropped 25.2 points (out of 35 students) and students with disabilities dropped 9.5 points (out of 58 students). With small numbers of students, it is difficult to pinpoint what intrinsically needs to change because a few testers can cause a huge change in score.

One area of need for students with disabilities is to have more PD or after school time for the special education department to coordinate with the English department. Currently, the two departments meet separately on most PD days. This contributes to the lack of consistency in the classrooms, and it makes it hard for the two departments to work together for a common solution to the problems. By meeting together, reviewing student data, as well as best practices, teachers can be more effective in helping this subgroup improve their scores.

For the English Learners, more time will be needed to coordinate with the Title Three specialist to make sure the students receive academic rigorous instruction aligned to Common Core State Standards. Additional English Learner friendly reading materials will be acquired to supplement the classroom library to help students access the AR program. An English grammar tutoring lab will be developed to help students with language development.

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

N/A

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

The data revealed that there was an overall growth on the SBAC tests for ELA. The score increased by 6.4%. However, the school did not meet the 10% increase on SBAC goal set in 2018. The increase in the SBAC score demonstrate that the effectiveness of the instructional program. Teachers will meet to review data and adjust their instruction to meet the needs of diverse learners, EL and Special Education students. This is the school's second year with school-wide Accelerated Reader Program and with the Pearson textbooks. The strategies from these programs will be extended to EL and Special Education students. In addition, many teachers are using the premium version of No Red Ink for the first year. It will require additional time and practice to maximize their usefulness. As mentioned above, there will be greater collaboration between the English department, EL teachers, and the Special Education Department to review student data and discuss best practices and strategies to monitor and assist EL and Special Education students.

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

By May 2020, the Students with Disabilities will increase its average Distance From Standards on the spring 2020 ELA SBAC assessments by 15 points, from -117 points to -102.7 points, moving the subgroup's performance level from Red to Orange as measured by the CA Dashboard.

By May 2020, the English Learners will increase its average Distance From Standards on the spring 2020 ELA SBAC assessments by 15 points, from -97 points to -82 points, moving the subgroup's performance level from Red to Orange as measured by the CA Dashboard.

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

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

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher (non-tutoring) X Time will be budgeted for teachers to work outside of their basic assignment to prepare and facilitate teacher training. Four teachers (4 teachers x 6 hours = 30 hours) will develop and coordinate the school buy-back days on August 15-16, 2019 and every Wednesday and Thursday in the month of August (1 hours for 120 teachers). Teachers will be trained on other instructional software and how to effectively use and integrate the new technology using strategies from Jon Corippo's "The EduProtocol field guide." The Pearson textbook comes with numerous technological components such as Listenwise, an audio program, and several online testing programs, which can help provide the department with more accurate and timely testing data to inform instruction. Knowledge and mastery of these programs will be vital to help students become college and career ready (budgeted amount noted in 100% Graduation section).</p> <p>Additional professional development training time will be provided to the English teachers to align content and teaching practices with Common Core principles. English teachers will:</p> <ol style="list-style-type: none"> 1. Receive training in Accelerated Reader-- a computer-based program that teachers use to monitor students' reading practice and progress. 2. Review student SBAC data and Pearson data, reflect on instruction and develop a department intervention program to assist at-risk students. 2. Review and amend the department pacing plans. 3. Collaborate and meet in horizontal and vertical teams to review instructional alignment and plan student centered projects. 4. Review the content and reading shifts in the different grade levels and meet with teachers in other discipline to develop inter-disciplinary projects. 	<p>08/19/2019 06/05/2020</p>	<p>The principal and/or administrative designee will review professional development training sign-ins, agenda, classroom instruction, and district mark report to determine the effectiveness of the program.</p>

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

Focus Area: Effective Classroom Instruction *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Acquire 2 Class-Size-Reduction teachers for the English department to lower the teacher to student ratio and increase personalization, academic focus, and rigor to improve student learning.</p>	<p>07/01/2019 06/30/2020</p>	<p>The principal and/or administrative designee will monitor academic instruction, review district's mark reports, and provide instructional support to ensure the effectiveness of the instructional program.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Supplemental Instructional Materials--to acquire class sets of different reading novels for the English teachers to help students identify themes or central ideas of texts and meaning of words and phrases as they are used in the text and to teach students how to analyze different particular point of views or cultural experiences as reflected in a work of literature from outside the United States. Reading titles include but are not limited to 180 Days, To Kill a Mockingbird, Brave New World, Lord of the Flies, Thousand Splendid Suns, Maus Vol. 1, Siddhartha, Unbroken, and Hiroshima (budgeted amount noted in 100% graduation section).	08/12/2019 06/30/2020	The principal and/or administrative designee will monitor classroom instruction, student work, and district mark report to determine the effectiveness of the instructional program.
Four days of day-to-day sub teacher benefits will be acquired for each class sized reduction teacher (3 CSR x 4 days = total of 12 days).	08/19/2019 06/30/2020	The principal and/or administrative designee will monitor academic instruction, review district's mark reports, and provide instructional support to ensure the effectiveness of the instructional program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30424419	N/A	13641	112,153	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30424260	N/A	13641	112,153	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	4,488		100
CE-ESSA T1 Schools(7S046)	1000	10378 - TCH REL DTD SUB CAT	N/A	N/A	10378	3,740	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To close the achievement with disadvantaged subgroups and students who are struggling normally, Kennedy High School will provide students with rigorous instruction with an emphasis on CCSS and allow students to experience hands-on, student-centered learning. The following strategies will be utilized to accelerate the performance of significant subgroups:</p> <ol style="list-style-type: none"> 1. The School-Based Management Team, the Instructional Leadership Team, coordinators, administrators, and counselors will provide comprehensive professional development for teachers, counselors, administrators, and paraprofessionals on technology such as Google suite, Schoology grade book, Mastery Connect, and other programs that will increase student learning. 2. Ongoing monitoring of EL students by coordinators and teachers and refer students to the Saturday School Programs. 3. Develop a system of referral and support from resource teachers in the Special Ed. Learning Center. 4. Provide sub coverage for teachers to review disaggregated data at the beginning of each semester to identify at-risk students and develop departmental strategies and interventions. 5. ELD and resources teachers to meet and develop scaffolding activities for the CCSS materials. 6. Continue after-school tutoring services for ELA and provide support to at-risk students. 7. ELA chair to coordinate with the counselors to identify at-risk students for the Accelerated Reader Program. 	08/19/2019 06/30/2020	The principal and/or administrative designee will intervention curriculum, class rosters, sign in sheets, and the districts mark reports to determine the effectiveness of the program.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Translators and interpreters will be provided to teachers who need to contact non-English speaking parents to aid in the furthering of their child's education. Teachers will use Schoology and Blackboard Connect to communicate with parents and solicit support. Teachers will contact and/or meet with parents/guardians of students who received a grade lower than a D in their classes.</p> <p>Workshops on ELA Common Core standards and school expectations and English classes will be provided to parents to better support their children's learning (will be funded by grants and/or other funds).</p> <p>Initiatives such as Parent University allow parents to come to Kennedy HS on a Saturday and speak with department representatives who will explain the principles of Common Core to maximize parental involvement in their child's education.</p>	<p>09/16/2019 06/01/2020</p>	<p>The principal and/or administrative designee will review teachers' phone log, email data, and parent surveys to determine the effectiveness of the program.</p>

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

Los Angeles Unified School District
 2019-2020 School 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"/>	ELPAC
<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 checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

The CA Dashboard data revealed for All Students the performance indication is "Orange". The students test scores dropped by -.3% from -89.3 in 2017-18 to -89.6 in 2017-28. Three subgroups (White, Hispanic, and Socioeconomically disadvantaged) are at performance level color Orange and English Learners and Students with Disabilities subgroups are at performance level color Red. Data from CAASPP revealed that 51.6% of 11th graders did not meet the standards. 55% of EO students scored Below Standard; 51% of IFEP are Below Standard, 94% of LEP students scored Below Standard, and 50% of RFEP students are below standard. According to the 2017-18 SBAC assessment data 77% of the students who took the test scored Not/Nearly Met Standards and 23% scored Met/Exceeds Standards (an improvement of 2% from 2016-27). The data revealed that eleven graders are having difficulty with the "Concepts & Procedures" claim in math.

The December 2018 District Marks Report (fall semester grades) revealed that 2,180 students enrolled in a math class in the fall semester. 383 students (17%) received a D grade and 442 students (20%) received an F grade in their math classes. For Algebra 1, 585 students enrolled. 106 (18%) students received a D grade and 134 (22.9%) received a F grade. For Geometry, 514 students enrolled and 79 students (15.3%) received a D grade; 127 students (22.5%) received an F grade. Lastly, 563 students enrolled in Algebra 2. 101 (17.9%) students received a D grade and 127 (22.5%) received a F grade.

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

Many students who passed the previous math class during the summer or at middle school are not prepared for the academic rigor of high school. As many teachers adjusted their instruction to emphasize depth of knowledge and skill-based learning, students' mathematics deficit and low content retention are evident. Analysis of student work revealed that many students were not exposed to some foundation math concepts that are essential for the next math level. For Algebra 1, factoring quadratic or trinomials, graphing linear and quadratic functions are the biggest challenge for the students. For Geometry, trigonometric ratios, volume and surface area of solids pose the greatest challenge for the students. Solving quadratic equation and applying quadratic functions to real world problems are the challenges for students in Algebra 2. In addition, as reflected in the ELA assessment, many students entered high school with very low reading and writing skills. This posed an additional challenge to students due to the shift in math instruction to include Common Core related instruction that consists of reading, writing, and analysis to solve word problems. The data revealed that more instructional time is needed to focus on helping students understand "concepts and procedures" in solving math equations.

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

N/A

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

It is evident that many students are not successful in math. Instruction will be focused on the needs of diverse learners to include culturally relevant pedagogy, cooperative learning groups, and differentiation of instruction to include the use of technology--web based learning. Teachers will implement LAUSD Interim Assessments and/or other benchmark assessments and analyze the data within content and/or grade level to inform instruction. Additional Education Resource Aides will be hired to support classroom instruction in classes with the greatest needs.

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

By May 2020, after providing standards based instruction, using data to drive instruction, and closely monitoring of student progress, the school ("All Students") will improve by 15 points from -89.6 to -71.9 and move the performance level in the CA Dashboard from "Orange" to "Yellow."

By May 2020, English Learners will increase its average Distance From Standards on the spring 2020 math SBAC assessments by 15 points, from -198.5 points to -183.5 points, moving the performance level from Red to Orange as measured by the CA Dashboard.

By May 2020, the Hispanic student subgroup will increase its average Distance From Standards on the spring 2020 math SBAC assessments by 15 points, from -96.9 points to -81.9 points, moving the performance level from Orange to Yellow as measured by the CA Dashboard.

By May 2020, the Socioeconomically Disadvantaged student subgroup will increase its average Distance From Standards on the spring 2020 math SBAC assessments by 15 points, from -197.9 points to -182.9, moving the performance level from Orange to Yellow as measured by the CA Dashboard.

By May 2020, the Students With Disabilities will increase its average Distance From Standards on the spring 2020 math SBAC assessments by 15 points, from -197.9 points to -182.9 points, moving the performance level from Red to Orange as measured by the CA Dashboard.

By May 2020, after receiving a rigorous standards based instruction in math, White students in 11th grade will grow by 15 points from -70 points to -55 points, moving the performance level from Orange to Yellow as measured by the CA Dashboard.

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

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

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Math teachers will continue to review the work of Big Ideas and Essential Questions to help students understand the mathematics structure that builds the foundation for academic rigor for math in subsequent grade levels. Professional development and workshops will be provided for the math teachers to review and amend curriculum maps designed to address Common Core State Standards for mathematics and literacy outcomes. Professional development will focus on instructional pedagogy to build students' content knowledge by emphasizing math practice abilities and literacy skills. This includes teachers meeting in vertical teams to review student data including SBAC and department developed common assessment data, develop math related student projects, and word problems applicable to the real world.</p> <p>The math department will meet to review the California English Language Development Standards that described the key knowledge, skills, and abilities in core areas of English language development. The teachers will focus on scaffolding strategies to help ELD students acquire math concepts/vocabulary to access, engage, and achieve grade-level content standards. The strategy "Interacting in meaningful ways" will be reviewed, discussed, and applied in math content to help students achieve college and career readiness. This includes:</p> <ul style="list-style-type: none"> • Collaborative—exchanging information/ideas via oral communication and conversations. • Interpretive—listening actively and asking/answering questions about what was heard. • Productive—expressing information and ideas in oral presentations and supporting opinions or justifying arguments and evaluating others' opinions or arguments. <p>The math teachers will collaborate and receive training on the following specific instructional strategies to improve students learning (budgeted amount noted in 100% graduation section):</p> <ol style="list-style-type: none"> 1. Cornell note taking strategy to help students understand the purposeful sequence of the instructional lesson and help them learn new skills by building upon prior knowledge and connecting them to previous learning. 2. Consistent use of Thinking Maps across the math department to help students learn math concepts by summarizing, identifying similarities and differences, using nonlinguistic representations, and generating and testing hypotheses. 3. Use journal writing to challenge students to problem solve and think critically. 4. InterLeaving Practice--applying this research based strategy to help students solve math problems (recalling by retrieval practice, reviewing the process, and connecting the process to what they know to remember it). 5. Distribute practice strategy--"chunking" for math; practice is broken up into a number of short sessions over a longer period of time. 6. Review data to drive instruction. Teachers will meet after the regular school day to: <ol style="list-style-type: none"> a. Review department test data including district mark reports. b. Analyze test data and identify the problems related to low test scores. c. Discuss and develop department strategies to address students needs. 	<p>08/19/2019 06/01/2020</p>	<p>The principal and/or administrative designee will review professional development agenda, sign in sheets, instructional lessons, SBAC data, and the District's mark report to determine the effectiveness of the program.</p>
Budget		

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

Focus Area: Effective Classroom Instruction *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To close the achievement gap, the school will acquire one (1) Class-Size-Reduction teacher to lower the teacher to student ratio in Algebra 1 and/or Geometry and increase personalization and academic rigor.	07/01/2019 06/30/2020	The principal and/or administrative designee will review lesson plan, classroom instruction, and the district report to determine the effectiveness of the program.
Teacher assistants (TAs) to work with a highly qualified teacher to support students in Algebra 1 and Algebra 2 classes. TA will reinforce instruction, facilitate small group discussion, and support instructional remediation to improve student learning of content standards.	07/01/2019 06/30/2020	The principal and/or administrative designee will review sign in sheets, classroom instruction, and the district report to determine the effectiveness of the program.
TA Relief will be budgeted for teacher assistants to work with at-risk students in the tutoring center before and after school (August 19, 2019 - Dec.6, 2019 and Jan. 13 - June 5, 2020), in small groups, and help individual students with his/her academic needs.	07/01/2019 06/30/2020	The principal and/or administrative designee will review sign in sheets, student work, and the district report to determine the effectiveness of the program.
Acquire four days of Day to Day sub for class-size reduction teachers as mandated by the district (4 days x 1 CSR = 4 days)	07/01/2019 06/30/2020	The principal and/or administrative designee will review sign in sheets and the district report to determine the effectiveness of the program.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30371361	N/A	13644	112,153	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	NS200869	N/A	10600	18,642	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10701 - TCHR AST RELIEF	N/A	N/A	10701	1,726	0.00	100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To support at-risk students and improve academic achievement in mathematics, the following intervention will be implemented after the regular school day:</p> <ol style="list-style-type: none"> 1. Teachers, counselors, coordinators, and administrative staff will monitor, identify at-risk students, and refer them to the appropriate intervention program. 2. Provide credit-recovery intervention program: <ul style="list-style-type: none"> • Edgenuity, a computer-based program, to help seniors who need to pass Algebra 2. • Meet with parents and enroll students into the Saturday School Credit Recovery Program. 3. Refer students to the tutoring programs (Before School Tutoring, At Lunch Tutoring, and After School Tutoring). <p>The teachers will implement first-good teaching strategies, establish clear expectations for all their students, and review the School-Parent-Student Compact with students. Students' academic progress will be monitored and the teachers will communicate with the parents when the students' grade is a D or lower. Other intervention strategies include:</p> <ul style="list-style-type: none"> • Use apps such as Kahoot, Khan Academy, and Big Ideas website to differentiate instruction and check for understanding. • Review with students before quizzes and tests—provide and practice answering sample questions. • Allow students to retake tests and quizzes. • Use participation points for class activities. • Use IXL, an online math program, to differentiate instruction and/or as extra credit/enrichment activities. <p>Create a school-wide math initiative to address the low math score and pass rate. Teachers will implement benchmark exams in all content, review the data including performance tasks questionnaires, and provide in-class intervention including reviewing and reteaching of Common Core Content Standards.</p>	<p>08/19/2019 06/05/2020</p>	<p>The principal and/or administrative designee will review intervention program roster, grade reports, sign in sheets, and social contract to determine the effectiveness of the program.</p>

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parent support is key to student academic success. The department will utilize the following strategies to keep parents informed and involved with student learning:</p> <ol style="list-style-type: none"> 1. Use Schoology to inform parents of their student's grade. 2. Teachers to monitor students' grades and contact the parents/guardians when the students' grades drop to a D or lower. 3. Post assignments on Schoology and respond to student/parent's inquiry on a timely manner. 4. Teachers to make/return parent phone calls on a timely manner. 5. Utilize Blackboard Connect to support struggling students. 6. Invite parents to participate in parent-teacher conferences and attend math workshops in the parent center. <p>The community rep x time--for the Community Rep. to meet and collaborate with coordinators and parents after the regular work day and plan math (SBAC) related workshops and classes to parents (August 26 - Dec.13).</p>	<p>08/26/2019 06/01/2020</p>	<p>The principal and/or administrative designee will review teacher communique logs including Schoology reports, sign-in sheets, and Google Classroom reports to determine the effectiveness of the program.</p>
<p>Education Resource Aide X time -for Education Resource Aides to contact parents after the regular work day and facilitate Algebra 1 workshops and/or classes to help parent understand math Common Core State Standards. Parents will learn algebra concepts and writing in math to better support their students (August 26 - Oct. 31 and January 20, 20120 - May 1, 2020).</p>	<p>08/26/2019 05/01/2020 New</p>	<p>The principal and/or administrative designee will review phone communique logs, handouts, sign-in sheets, and workshop evaluation to determine the effectiveness of the program.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	27787 - COMMUNITY REP X TIME	N/A	N/A	27787	192		100

Los Angeles Unified School District
 2019-2020 School Plan for Student Achievement

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

1. List key findings related to English Learner Programs based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

Based on English Learner Accountability data from above, the following results were observed:
 1. CA Dashboard Data indicates that in 2017-2018 there was an increase in EL graduation rate of 4.1 (performance level -yellow).
 2. Reclassification fluent proficient 2017-2018 data indicates a slight increase in students meeting A-G requirements from 49% to 57%.
 3. 2017-2018 English Learner Progress performance levels: Level 1 @37.2%, Level 2 @28.4%, Level 3 @24.3%, Level 4 @10.1.
 4. 2017-2018 RI passing rate indicate the following: Advance 0%, Proficient 1%, Basic %, Below basic 91%. Most students score at Below Basic.
 5. Smarter Balanced Assessment Claim Scores were all below standard : reading 50%, writing 75%, speaking and listening 75%, and research/inquiry 88%.
 6. Our Long Term English (LTELs) population has been constantly on the decrease due to the new IEP reclassification process for special education students.

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

1. Data indicates that our RFEP rate for 2017/2018 was 11% and 18% FOR 2018-2019. The rate for 2016/2017 was 16%.
 2. ELs who are making progress on English Language Proficiency Assessments (ELPAC) for 2017/18 was 1%.
 3. 2017-2018 English Learner Progress performance levels: Level 1 @37.2%, Level 2 @28.4%, Level 3 @24.3%, Level 4 @10.1.
 4. ELs who scored at Basic or higher on the Reading Inventory was 8% compared to 2017/2018 year of 17%. 91% of ELs score at Below Basic level.
 5. ELDs 1-4, and LTEL Students with Disabilities were the populations that scored the lowest on the RI and ELPAC exams.

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

N/A

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

Since the school did not meet its measurable objectives, the following are strategies/actions that will contribute to ELs positive performance:
 1. Teachers will be involved in local District inservice/workshops on ELD Designated/Integrated instruction.
 2. Teachers will be invited to participate in the District Professional Development on Special Education/LTEL 2 day sessions.
 3. Summer PD on State ELD standards and on the new ELD curriculum "EDGE".
 4. Language and Action Beyond the Bell afterschool program will be implemented.
 5. Continue to provide strategies to support ELs with supplemental tutoring services.
 6. Supplemental instruction will be provided with skill building activities, data analysis and monitoring of ELD, LTELs and RFEPs.
 7. Provide academic vocabulary development strategies to increase the percentage of ELs advancing at least one level onELPAC.
 8. Bilingual Para Educator will be assigned to support classroom instruction.

State the School's Measurable Objective(s) for 2019-20.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

Staff will review data and provide after-school tutoring/intervention or Saturday school. By June 2020, John F. Kennedy High School percentage of LTELs will decrease by 20% from 75.% to 55% or lower working towards the the LCAP goal of 15%.

Special education and LTEL students will be a main focus for academic support and intervention. The reclassification target LCAP goal will be 22% or higher from the 2017-18 (11%) rate of qualified ELs.

The English Learner subgroup had a "Red" status on the CA Dashboard on both the ELA (-25.2) and Math (-31.7) Academic Indicator, the schools Measurement Objective will be to increase the performance level by 15 points for both ELA and math and moving them into the orange performance level.

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

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

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

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

Strategies									
Strategies, Actions and Tasks						Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
Based on ELPAC data, the goal will be for ELs to progress towards reclassification by regularly providing designated ELD Prof. Dev. to teachers of ELs. PD topics will include information on the RFEP process, designated ELD Teachers will receive training in the implementation of daily intergrated/designated ELD instructional strategies to ensure ELs are provided access to the core curriculum. EDGE curriculum planning and ELD data chats will be part of banked Tuesdays. PD will highlight essential practices to develop academic language such as using complex sentences, fostering academic interaction and the use of complex sentences.(Funding source will be 10309)						07/01/2019 06/30/2020 New	Administrators will conduct classroom observations to ensure implementation of strategies acquired during PD. Teachers will be provided immediate feedback on observations. Exit surveys to determine the effectiveness of the PD.		
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

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

Strategies									
Strategies, Actions and Tasks						Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
To maximize effective practices that lead to quality instruction, the following will occur: 1. Teachers will be involved in lesson study and data analysis (RI, SBAC, ELPAC). 2. Development of Designated and Integrated ELD lessons/strategies to include Constructive Conversations skills, Reciprocal teaching, and Cloze Reading strategies. 3. Provide demonstration on designated and Integrated ELD lessons. 4. Engage teachers in cognitive coaching. 5. Implement strategies to support CCSS ,such as high-rigor activities, project-based assignments, and collaborative work. 6. Access complex text and the development of text-dependent questions.						07/01/2019 06/30/2020	Administrative staff/EL Designee will monitor activities related to PDs and providefeedback. Administrators/EL Designee will conduct classroom observations to assess the implementation of differentiated ELD/Core instruction. Bilingual TAs will be placed in proper classrooms to provide primary language support and reinforce key concepts.		
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

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

Strategies								
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Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The EL Designee will provide support in order to apply key strategies and promote effective learning to address the needs of at-risk EL students and support the implementation of the Common Core/ELD State Standards as they apply to ELs. To provide access to core instruction and intervention for English Learners, teachers will:</p> <ol style="list-style-type: none"> 1. Provide 100 hours of tutoring after school for those LTELs who scored BB and FBB on RI. 2. Provide targeted instruction and support for RFEP students not meeting grade-level standards. 3. Provide functional literacy skills activities to students scoring below basic on RI. 4. Provide afterschool tutoring to LTEL/ELD students needing foundational literacy/reading intervention as determined by ELPAC and RI data results. Students will also be provided with in class intervention by paraprofessional or with supplemental tutorial materials. 5. Provide targeted intervention and support for English Learners not successful in Tier 1 instruction. 6. Provide targeted intervention and tutoring for EL students not succeeding in core classes. 7. Conduct monthly classroom observations and subsequent debriefs focused on Integrated and Designated ELD. (Instructional rounds) 8. Model lessons/workshops for teachers and parents of ELs to enhance student learning and increase student achievement. 	<p>07/01/2019 06/30/2020</p>	<p>EL Designee will analyze student data (ELPAC/RI), set student growth targets, analyze SBAC data and create action plans to monitor struggling EL students. Academic progress will be monitored by reviewing monthly assessments. Administrator/EL Designee will supervise Intervention/tutoring program and provide feedback to see if program goals and objectives were met.</p>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The community representative, in conjunction with the EL designee and administrator, will help build parent capacity and partnership of English Learners parents. The desired activities will include:</p> <ul style="list-style-type: none"> * ELAC required meetings * Back to School Night, Parent Conference * LTEL parent meetings two times per year. * Parent workshops related to CA ELD standards. * Workshop on A-G graduation requirements. * Reclassification Awareness workshop. * Student/Family literacy evening workshop. * Parent communication via Schoology online reporting system. * Master Plan Program Options. * English Language Advisory Committee functions and requirements. * Workshop on transition from CELDT to ELPAC. * ELPAC assessment and results workshop for EL parents. 	<p>07/01/2019 06/30/2020</p>	<p>Administrators and EL designee along with parent center liaison will monitor and provide feedback via surveys, parent participation and workshops. EL designee and parent center liaison will debrief on the AMAE and CABE conference and assist with their presentation to ELAC members.</p>

Budget

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

Los Angeles Unified School District
2019-2020 School Plan for Student Achievement

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
<input type="checkbox"/>	ELPAC
<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 checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to parent, community, and student engagement based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

According to the CA Dashboard, only 0.2% of students were suspended at least once in 2018 (an improvement of .1%). The Performance Level is color "Blue". The data from the 2018 School Experience are impressive. 91% of the parents surveyed (683) agreed that teachers treat them with respect. Also, 90% of the parents surveyed reported that teachers at this school let them know about their child's progress. Overall, the parent involvement data revealed that 95% of parents surveyed feel comfortable supporting their child's use of technology at home to complete school assignments. 82% of students surveyed reported that teachers give them a chance to take part in classroom discussions or activities. For the question "I know which A-G courses I need to pass with a "C" or better, to get to college." 89% of the students surveyed agreed. However, only 67% of the students surveyed agreed that adults at this school talked to him/her about different college choices and different career choices for his/her future.

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

According to the 2018 School Experience Survey, only 60% of parents surveyed agreed to the following statement "I regularly communicate with my child's teacher(s) and/or other school personnel." The school transitioned to Schoology this year. According to the April 2020 Schoology data extract, only 1,304 (57%) parents activated their Schoology account.

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

The goal in the 2018-19 SPSA, states "By June 2019, after teachers implement SEL activities in their classes, 65% of Kennedy students will agree/strongly agree with the statement: 'Teachers go out of their way to help students?'" The fall 2018 School Experience Survey revealed that 65% of the students surveyed agree with the statement. The school achieved this goal because many teachers used SEL activities in their classroom, students were given opportunity to have breakfast with the administrators, cougar talks were done to discuss school expectations, the school recognized students academic achievements, and teachers, counselors, and coordinators monitored students academic progress and referred students to services as needed.

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

N/A

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required

By June 2020, after the implementation of parent outreach activities including school/academy orientations, 10% more parents will agree to the following statement on the School Experience Report "I regularly communicate with my child's teacher(s) and/or other school personnel." from 60% in 2018-19 to 70% in 2019-20.

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

Focus Area: Student, Staff, Parent Engagement *Required Parent And Community

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Professional development and training to be provided to staff on how to make parents feel welcome at the school site and to response to parents' request for parent conferences in a timely manner. Teachers, students, and parents will review the amended 2019 School-Parent-Student Compact.</p> <p>The school's Community Representative will coordinate with coordinators, counselors, and staff to provide the following activities in the Parent Center to increase parent involvement:</p> <ul style="list-style-type: none"> • Parent workshops on Schoology, LAUSD parent portal, and how to support student learning. • Provide orientation day(s) before the first day of school and at Back-to-School Night. • Collaborate with Parent Teacher Student Association (PTSA) to support parent and school programs. • Encourage parents to be participate in school events/activities. • Recruit parent volunteers for school activities. <p>The community rep will provide parent workshops on the SES. The community rep will provide technology (computers, laptops, chrome books, etc.) for parents and students to complete the SES. The community rep will support the implementation of SES.</p>	08/12/2019 06/12/2020	<p>The principal and/or administrative designee will review sign-in sheets and evaluations to determine the effectiveness of the program as measured by the SES.</p> <p>The community rep will collect feedback forms, evaluations, and surveys to measure the community reps efforts in supporting the SES.</p>
<p>Provide differential for teachers to coordinate and facilitate workshops and activities (outside the regular work hours) in the parent center to increase parent involvement. Workshop include but not limited to ninth grade orientation, A-G workshops, how to help students get good grades, transitioning to high school, high school expectation and college readiness, and self-esteem /anti-bullying activities to parents.</p>	07/01/2019 06/30/2020	<p>The principal and/or administrative designee will review sign-in sheets and the school report card to determine the effectiveness of the program.</p>
<p>Parent Conference Attendance for parents to attend conferences (AMAE, CABE, CMAA and COBA) or other parent related workshops sponsored by LAUSD or LACOE. Parent participants will collaborate with the Parent Center Community Rep. and coordinators to share information at council meetings and parent workshops .</p>	01/06/2020 06/08/2020	<p>The principal and/or administrative designee will review workshop topics, sign-in sheets and materials from the conferences to determine the effectiveness of the program.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	10365 - TCHR PRNT ACT DIFF	N/A	N/A	10365	775		100
CE-ESSA T1 Schools(7S046)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	1,000	0.00	100
CE-ESSA T1 Schools(7S046)	2100	27784 - COMMUNITY REP A (6 Hrs / 5 Days)	NS991315	N/A	27784	8,960	1.00	35
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2100	27784 - COMMUNITY REP A (6 Hrs / 5 Days)	NS230126	N/A	27784	16,640	1.00	65

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school's website will be updated on a regular basis to include a monthly calendar and school activities and events. In addition, the school will use a variety of methods to communicate with parents, students, and teachers including school mail, phone calls, emails, Connect Ed, and scheduled meetings/conferences. Teachers will also use Schoology, the LAUSD parent portal, and Blackboard Connect to communicate with parents. Coordinators and administrative designee will provide workshops for parents in the Parent Center to help parents/guardians sign-on and navigate the LAUSD parent portal.</p> <p>The following methods will also be used to improve parent communication:</p> <ol style="list-style-type: none"> 1. Use parent surveys to determine the needs and interests of parents. 2. Use the automated phone system to inform parents of students' attendance. 3. Monthly "Coffee with the Administrators" to encourage communication between parents and the school. 4. Mail progress reports and encourage parents to follow-up with conferences to maintain academic progress. 5. Teachers to contact parents when a student's grade is a D or lower. 6. Teachers to have students write out homework assignments and/or make "daily homework check" sheet available for parents to monitor student academic progress. <p>Provide clerical relief for personnel to perform duties outside the regular school assignment to prepare documentation, materials, and supplies for intervention and support to improve community outreach for the Parent Center. The clerks will work extra hours on Saturdays starting August 14 - September 1 and make phone calls, organize and schedule Parent Center events (budgeted with grants and general funds).</p>	<p>08/12/2019 06/30/2020</p>	<p>The principal and/or administrative designee will review sign in sheets, phone logs, Schoology data, teacher communiques with parents, and the School Report Card to determine the effectiveness of the program.</p>

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

Los Angeles Unified School District
 2019-2020 School Plan for Student Achievement

100% ATTENDANCE, SUSPENSIONS, SCHOOL SAFETY, AND OTHER SUPPORTS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:	
<input type="checkbox"/>	ELPAC
<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 checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to 100% attendance, suspensions, school safety, and other supports based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

According to the CA Dashboard, the school's suspension rate dropped -.1% from .3% in 2016-17 to .2% in 2017-18. The school's Performance Level is "Blue." For attendance, the Month-to-Month Attendance, Two Year Comparison (2017-18 and 2018-19) revealed that January - April 2019 were the months with the greatest percentage point change. There was a -4.7% change January 2019 (96.7% in 2017-18 to 92% in 2018 -19), -3.9% change in February 2019 (96.6% in 2017-18 to 92.7% in 2018 -19), -3.4% in March 2019 (96.6% in 2017-18 to 93.2% in 2018 -19), -3.2% change in April (96.4% in 2017-18 to 93.2% in 2018 -19). For Cumulative Attendance, the data revealed that August 2018 had the highest attendance rate (98.5%) while January 2019 had the lowest attendance rate (92%). The Attendance Summary by Subgroup revealed that tenth graders were highest in Far Below Basic (7.9%) in attendance while twelve graders have the lowest Far Below Basic 3.9%. The subgroup summary also shown that American Indian/Alaska Native subgroup have the lowest year-to-date attendance rate (92.3%) while Filipino (94.4%) and Pacific Islander (94.4%) were the highest. Additionally, analysis of the 2018-19 School Experience Survey revealed that only 58% (or 1,674) agreed that teachers care if they are absent.

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

January 2019 was the month with the lowest attendance rate (92%). This was due to the UTLA strike.

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

N/A

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

The school will utilize Misis (including Focus Dashboard), MyData, and grades to monitor student behavior and attendance. Recognition and incentives such as Kennedy gear (key chains, sports bottles, stickers, designed T-shirts), donated gift cards, and lunchtime celebrations on a bi-monthly basis and/or every 25 days of school will be provided to students with 100% attendance. Partnership with local businesses such as MB2 Raceway to support school initiatives to improve attendance and suspension rate. Perfect Attendance awards will be distributed two times a year (one in the fall and one in the spring) to encourage daily attendance. Teachers, faculty, and staff are included in 100% attendance incentive program. Professional development will be provided to teachers and stakeholders to increase attendance by reviewing and sharing attendance data. DeskAlert, our school communication system, will support teachers with taking and submitting accurate attendance. Homeroom teachers will be trained on LAUSD Naviance: College & Career Readiness program and will provide more support to students. The college counselor and coordinators will collaborate with colleges and universities and coordinate college/university tours for students.

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

N/A

State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. * Required if this Goal is addressed.

By June 2020, the suspension rate for Homeless subgroup will drop by 1% from 2.2% in 2018 to 1.2% in 2019 and move the Performance Level from Orange to Yellow as measured by the CA Dashboard.

By June 2020, the suspension rate for African American subgroup will drop by 1% from 1.7% in 2018 to .7% in 2019 and move the Performance level from Orange to Yellow as measured by the CA Dashboard.

*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 100% Attendance

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Survey information including the School Report Card will be reviewed by all stakeholders to create a positive school climate to increase parent involvement. The school and parents will work as equal partners to improve student learning and help students be college and career ready. ILT and the school's Safety Committee will review, amend, and share the school's Safety Plan to all stakeholders. The school's Discipline Committee will provide professional development and training to teachers and staff on the district and school's discipline procedure, report and document incidents in MISIS, and monitor at-risk students.</p> <p>The school's Community Representative and the Parent Center will continue to support the following events and activities to increase parent involvement:</p> <ul style="list-style-type: none"> • Provide parent workshops that focus on: <ol style="list-style-type: none"> 1. How parents can support student learning in high school. 2. How to help students get good grades. 3. Ways parents can support a positive school climate. 4. How to have a meaningful parent-teacher conference. 5. How to read and understand the School Report Card. • Provide orientation day(s) for incoming ninth graders and parents. • Collaborate with Parent Teacher Student Association (PTSA) to support parent activities. • Encourage parents to be involved in decision making councils. • Encourage parents to attend district workshop and/or conference such as CAFE and Council of Black Administrators (COBA) to be trained on parenting strategies, volunteering and getting involved in the school strategies, and how to help their child succeed in school. 	<p>08/19/2019 06/15/2020</p>	<p>The principal and/or administrative designee will review conference attendance sheets, workshop agenda, sign-in sheets, and the School Report Card to determine the effectiveness of the program.</p>

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

Focus Area: 100% Attendance, Suspensions, School Safety, and Other Supports Interventions 100% Attendance

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school will implement the following initiatives to create a culturally responsive and equitable learning environment for students:</p> <ol style="list-style-type: none"> 1. Growth mindset. 2. Restorative Justice. 3. The Three Bs for School Safety--"Be safe, be respectful, be responsible." 4. Great Kindness Challenge. 5. Capturing Kids' Heart Program. 6. Start With Hello Program to address and prevent student isolation. <p>The Social Emotional Learning committee will continue to meet monthly to review the needs of at-risk students and provide professional development trainings to the teachers and staff. Teachers will report and refer students to counselors and the administrative team using MISIS. The school psychologist, counselors, PSA, PSW, and the administrative leadership team will review referrals, students' educational plan, and make the necessary referrals to the appropriate social service agencies such as Camp Grizzly and el Nido.</p>	<p>08/19/2019 06/15/2020</p>	<p>The principal and/or administrative designee will review sign-in sheets, agendas, students referrals, and the School Report Card to determine the effectiveness of the program.</p>
<p>The nurse will work with the administrative leadership team to develop and articulate the emergency care plans for students with life-threatening health conditions such as severe allergies to peanuts or bee stings, severe asthma or diabetic students with insulin reactions, etc. to the staff. Also, the nurse will provide supplemental health services to students as needed and facilitate professional development on the district mandates and preventative measures to ensure the health and safety of students and staff. The nurse will also conduct health related workshops (disease prevention strategies) to parents in the Parent Center (funded by grant and/or general funds).</p>	<p>08/19/2019 06/15/2020</p>	<p>The principal and/or administrative designee will review sign-in sheets, agendas, students referrals, and the School Report Card to determine the effectiveness of the program.</p>

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

Focus Area: **Building Parent Capacity and Partnership to Support the 100% Attendance, Suspensions, School Safety, and Other Supports** 100% Attendance
**Required if any Focus Area above is addressed.*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher activity differential to be performed beyond the workday will be provided for two teachers to help build parent capacity and support parent engagement. Parent activities include but not limited to planning the Ninth Grade Orientation, designing parent classes/workshops, and facilitating workshops on parenting and how to help at-risk students maintain good grades. The community rep and teacher receiving the differential will provide parent and student workshops on "Growth Mindset & Social Emotional Awareness." (funded by 7E046)</p>	<p>08/19/2019 06/15/2020</p>	<p>The principal and/or administrative designee will review agendas, sign-in sheets, syllabi, and evaluation forms to determine the effectiveness of the program.</p>
<p>Acquire supplemental instructional materials from Channing Bete and Woodburn Press publications to support parenting workshops. Information title include but not limited to Bullying InfoGuides, Getting Most Out of High School, How to Get Good Grades, Managing Time Well, Parenting Corner, 11 Ways Parents Can Support a Positive School Climate, 9 Ways Busy Parents Can Stay Involved in Their Child's Education, Parent-Teacher Conferences--keeping tabs on your child's success in school, etc. (\$1,000 budgeted in 7S046 SIM noted in 100% graduation).</p>	<p>08/19/2019 06/15/2020</p>	<p>The principal and/or administrative designee will review agendas, sign-in sheets, syllabi, and evaluation forms to determine the effectiveness of the program.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Encourage parents to attend district workshop and/or conference such as CAFE and Council of Black Administrators (COBA) to be trained on parenting strategies, volunteering and getting involved in the school strategies, and how to help their child succeed in school.	08/19/2019 06/15/2020	The principal and/or administrative designee will review conference agendas, sign-in sheets, and conference materials to determine the effectiveness of the program.

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

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

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

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

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

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

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

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

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

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

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

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

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

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

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

The EL designee scheduled several ELAC meetings and invited parents and stakeholders to attend. School data including the School Report Card were reviewed. Recommendations from ILT were reviewed and discussed. School Site Council meetings were scheduled to discuss the 2019-20 SPSA and the 2019-20 Title One budget. Fliers were posted around the campus to invite teachers, students, parents, and stakeholders to attend. The Title One Coordinator reviewed the objectives and actions steps from the 2018-19 SPSA plan with the council members. The Title One Coordinator presented the needs assessments data, student test data, and recommendations from ELAC and ILT to the council. Council members reviewed and discussed the data and the recommendations from the advisory committee and the Title One Coordinator. The council members provided input and supported the writing process with recommendations.

The Title One Coordinator, EI designee, SEL lead teachers, PSA and PSW, Math Department Chair, English Department Chair, Parent Center Community Representatives, parent and student representatives from SSC and an administrative designee collaboratively worked and drafted the 2019-20 SPSA plan. An emergency SSC meeting was scheduled on March 28, 2019 to review and approve the plan. On March 28, 2019, SSC approved the SPSA's final draft and the Title One budgets, 7S046 and 7E046.

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

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

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

N/A

9. Coordination and integration of Federal, State, and local services and programs: Describe how the school will coordinate and integrate federal, state, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).

The school site council, in collaboration with the school's stakeholders, will coordinate federal, state, and local services and programs to ensure resources are allocated based on student needs. Low-achieving, at-risk students not meeting grade-level standards will receive the appropriate supplemental support based upon a rigorous analysis of all pertinent subgroup and individual student data. These include students in target populations of all programs in the SWP plan. Supplemental academic support will include, without exception, student interventions."

LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the School Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the School Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the School Plan for Student Achievement and analysis of student data as evidence of school progress.

Directors may describe additional services and support provided to the school's instructional program in the box below:

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10365 10365 - TCHR PRNT ACT DIFF	<input type="checkbox"/>	110004	0.00 0	0.00 0	0.00 775	0.00 0	0.00 775
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 120,700	0.00 0	0.00 0	0.00 0	0.00 120,700
10377 10377 - TCHR RELEASE DAY/HRS	<input type="checkbox"/>	110001	0.00 14,400	0.00 0	0.00 0	0.00 0	0.00 14,400
10378 10378 - TCH REL DTD SUB CAT	<input type="checkbox"/>	110002	0.00 3,740	0.00 0	0.00 0	0.00 0	0.00 3,740
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	110002	0.00 4,488	0.00 0	0.00 0	0.00 0	0.00 4,488
10600 10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	1.00 18,642	0.00 0	0.00 0	0.00 0	1.00 18,642
10701 10701 - TCHR AST RELIEF	<input type="checkbox"/>	110005	0.00 1,726	0.00 0	0.00 0	0.00 0	0.00 1,726
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	190004	0.00 50,410	0.00 0	0.00 0	0.00 0	0.00 50,410
117361 117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 116,739	0.00 0	0.00 0	0.00 0	1.00 116,739
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	2.00 224,306	0.00 0	0.00 0	0.00 0	2.00 224,306
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 112,153	0.00 0	0.00 0	0.00 0	1.00 112,153
14692 14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>	190004	0.00 10,200	0.00 0	0.00 0	0.00 0	0.00 10,200
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	110004	0.00 8,500	0.00 0	0.00 0	0.00 0	0.00 8,500

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20705	<input type="checkbox"/>	210001	2.00	58,830	0.00	0	0.00	0	0.00	0	2.00	58,830
20705 - ED RES AIDE SP C1T/5 (3 Hrs / 5 Days)												
20829	<input type="checkbox"/>	210004	0.00	6,273	0.00	0	0.00	0	0.00	0	0.00	6,273
20829 - EDUC.AIDE X TIME												
24780	<input type="checkbox"/>	210001	4.00	113,494	0.00	0	0.00	0	0.00	0	4.00	113,494
24780 - ED RESOR AIDE C1T/04 (3 Hrs / 5 Days)												
25519	<input type="checkbox"/>	240001	1.00	68,840	0.00	0	0.00	0	0.00	0	1.00	68,840
25519 - INFOSYS SPTAST C1T/5 (8 Hrs / 5 Days)												
25690	<input type="checkbox"/>	240001	1.00	74,727	0.00	0	0.00	0	0.00	0	1.00	74,727
25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)												
26288	<input checked="" type="checkbox"/>	240001	1.00	69,314	0.00	0	0.00	0	0.00	0	1.00	69,314
26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)												
27784	<input type="checkbox"/>	290001	1.00	8,960	0.00	0	1.00	16,640	0.00	0	2.00	25,600
27784 - COMMUNITY REP A (6 Hrs / 5 Days)												
27787	<input type="checkbox"/>	290004	0.00	0	0.00	0	0.00	192	0.00	0	0.00	192
27787 - COMMUNITY REP X TIME												
40125	<input checked="" type="checkbox"/>	440001	0.00	66,458	0.00	0	0.00	0	0.00	0	0.00	66,458
40125 - NON-CAP EQUIP-OTHER												
40269	<input type="checkbox"/>	430010	0.00	4,529	0.00	0	0.00	0	0.00	0	0.00	4,529
40269 - SUPPLMTL INSTRL MAT												
50002	<input type="checkbox"/>	580030	0.00	4,000	0.00	0	0.00	0	0.00	0	0.00	4,000
50002 - CONTR INSTRL SVC												
50073	<input type="checkbox"/>	520002	0.00	1,000	0.00	0	0.00	0	0.00	0	0.00	1,000
50073 - PARENT CONF ATTND												
50080	<input type="checkbox"/>	520002	0.00	10,000	0.00	0	0.00	0	0.00	0	0.00	10,000
50080 - STAFF CONF ATTEND												
50174	<input type="checkbox"/>	580012	0.00	4,100	0.00	0	0.00	0	0.00	0	0.00	4,100
50174 - CURRICULAR TRIPS												

40239	<input type="checkbox"/>		0.00	81,791	0.00	0	0.00	0	0.00	0	0.00	81,791
POTENTIAL FNDING VAR												
40239	<input type="checkbox"/>		0.00	0	0.00	0	0.00	1,225	0.00	0	0.00	1,225
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
Total			15.00	1,258,320	1.00	0	0.00	18,832	0.00	0	16.00	1,277,152

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**