

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

LOS ANGELES SH (1873601)



**Superintendent
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SCHOOL IDENTIFICATION

School Name: LOS ANGELES SH (1873601)

Local District: W

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

For additional information on our school programs contact the following:

Principal: YOON-FONTAMILLAS, HELENA

E-mail address: hgy3574@lausd.net

SPSA Designee: AXELMAN, ANDREA Position: ASMT, NONCLSRM, PREP

E-mail address: asa0157@lausd.net

School Address: 4650 W OLYMPIC BLVD, LOS ANGELES, CA 90019

School Telephone Number: 3239002700

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

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

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

HAROLD BOGER



06/27/2017

Typed name of Local District Director

E-Signature of Local District Director

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

Local District Director	HAROLD BOGER <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	06/27/2017 <i>Signed Date</i>
Local District EL Compliance Coordinator	RAFAEL ESCAMILLA <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	06/27/2017 <i>Signed Date</i>
Local District PACE Administrator	TRACI CALHOUN <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	04/18/2017 <i>Signed Date</i>
Local District Title I Coordinator	CELINA REYNOSO <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	06/05/2017 <i>Signed Date</i>
Federal and State Education Programs	RAFAEL ESCAMILLA <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	06/27/2017 <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	01/30/2017	Genaro Cabrera, CHAIR	<i>Please sign here</i>

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

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

03/09/2017

School plan approval appears in SSC Minutes.

Date

Attested:

Kevin Glynn

Typed name of SSC chairperson



E-Signature of
SSC chairperson

03/09/2017

Date

Please sign here

YOON-FONTAMILLAS, HELENA

Typed name of school principal



E-Signature of
School principal

04/04/2017

Date

Please sign here

Please print this page and sign.

2017-2018 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u> 625,331</u>
<input type="checkbox"/> Title I: Targeted Assistance Program (70S46) Purpose: To help educationally disadvantaged students achieve grade-level proficiency.	Amount: \$ <u> 0</u>
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$ <u> 10,990</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 0</u>
Total amount of categorical funds allocated to this school: \$ <u> 636,321</u>	

District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

Increasing English Language Development through implementation of the California English Language Development Standards

Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District's EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

The California Department of Education no longer requires that this goal be addressed in the LEA plan

Goal 5: All Students will Graduate from High School—100% Graduation

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
 - Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
 - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data in all subject areas. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English Learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school's vision. (Describe what your school intends to become in the future.)

Los Angeles Senior High School's vision is to promote strength of character through the development of personal responsibility, integrity, and the ability to learn and grow in a culturally diverse and technologically advanced society.

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 Los Angeles Senior High School community is committed to producing self-directed, life-long learners by providing our diverse student body with the skills needed to become critical thinkers, collaborative workers, effective communicators, and technologically literate individuals.

School Profile Description

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

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

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

Los Angeles Senior High School (LASHS) is a large urban, inner-city school located in the Mid-Wilshire District of Los Angeles. The majority of students do not live in the immediate surrounding affluent Hancock Park area. Most students commute from the east and south boundaries of the attendance area where a low-income and dense population is prevalent. The attendance area has changed twice in recent years as new schools have opened to provide overcrowding relief. <http://www.city-data.com/http://www.city-data.com/>

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

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

3. Indicate student enrollment figures:

Los Angeles Senior High School's enrollment is 1248 with 948 in the regular school and 300 in the magnet program.

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

The poverty level is 85% (Title 1)

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

LASHS has seventeen diverse languages spoken including:

- 893 Spanish
- 260 English
- 37 Korean
- 13 Filipino
- 3 Punjabi
- 4 French
- 2 Thai
- and one or two speakers of the following: Russian, Zapotec, Urdo, Hungarian, Tigrinya, Chiu Chow, Creole, and Mandarin

Racial/Ethnic:

- HISPANIC: 974 - 78.1%
- BLACK: 162 - 13.0%
- ASIAN: 53 - 4.25%
- FILIPINO: 30 - 2.41%
- WHITE: 17 - 1.36%
- AMERICAN INDIAN/ALASKA NATIVE: 6 - 0.4%A

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

- *All parent meetings will include translation available in Spanish and Korean
- *All written communication to parents is provided in English and Spanish
- *On site Spanish and Korean speaking personnel are available for conferences and meetings with parents.

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 checked="" 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 checked="" type="checkbox"/> | Public School Choice (PSC) |
| <input type="checkbox"/> | Partnership for Los Angeles Schools (PLAS) |
| <input type="checkbox"/> | L.A.'s Promise |
| <input type="checkbox"/> | Reed |
| <input checked="" type="checkbox"/> | Professional Learning Community (PLC) |
| <input type="checkbox"/> | Small Learning Community (SLC) |

Other important characteristics of the school:

LA High has a significant population of EL students (273 out of 1246) and Special Education students (122).

LA High includes a magnet program, Science Technology and Math (STeM) serving over 300 students, and an Integrated Community Arts Pathway (ICAP)

LA High has benefited from a School Improvement Grant (SIG) for the past three years that provided significant professional development opportunities for teachers and administrators.

LA High is a beneficiary of the Alice Harrison Trust Foundation which supports student opportunities in the arts and academic, as well as a Development Director who generates community support and outreach for student program development.

LA High is comprised of veteran faculty, with the majority of teachers at this site for over ten years.

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

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

Did the school meet the School's Measurable Objective(s) last year in each of the following areas?

100% Graduation – Did the school meet the School's Measurable Objective last year? Yes No

English Language Arts – Did the school meet the School's Measurable Objective last year? Yes No

Mathematics – Did the school meet the School's Measurable Objective last year? Yes No

English Learner Programs – Did the school meet the School's Measurable Objective last year? Yes No

Student, Staff, Parent and Community Engagement – Did the school meet the School's Measurable Objective last year? Yes No

100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School's Measurable Objective in the current school year? Yes No

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:

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

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	The SSC was kept informed on the progress of the 2017-18 SPSA during SSC meetings. SPSA sub committee met on a regular basis to update(review data, identified needs, make recommendations) SPSA for 2017-18 SY.	01/31/2017, 02/27/2017, 02/06/2017, 02/13/2017, 02/16/2017
<input checked="" type="checkbox"/> Other: Instructional Leadership Team	Using the current SPSA, the instructional leadership team monitored the implementation of the plan on a monthly basis, in order to ensure its effectiveness, and to look for areas that need improvement. The Instructional Leadership Team provided strategic guidance as to the ways that departments could facilitate improvements in academic outcomes for all students.	08/30/2016, 12/06/2016, 09/13/2016, 01/10/2017, 10/04/2016, 02/07/2017, 11/07/2016, 03/07/2017
<input checked="" type="checkbox"/> English Learner Advisory Committee	ELAC members analyzed EL program data, reviewed the created single plan and made recommendations to SSC and the principal. ELAC analyzed data from the SES, reclassification rates from MYDATA, and classroom achievement.	01/27/2017, 01/30/2017

<input checked="" type="checkbox"/> Other: LEADERSHIP COUNCIL	Through the design of the ESBMM model, Los Angeles High School's Leadership Council has the discretion to provide guidance and key decisions that influence the academic environment for all students. This council provided guidance in areas such as Social and Emotional as well as Culture and Climate supports to be included in the Single Plan for Student Achievement.	09/29/2016, 01/26/2017, 10/27/2016, 02/23/2017, 11/17/2016, 03/07/2017, 12/15/2016
<input checked="" type="checkbox"/> Other: Weekly Coach/Coordinator Meeting	Coaches and Coordinators meet weekly after Professional Development to determine effectiveness of professional development topics and determine how this affects student outcomes in all targeted subgroups.	11/28/2016, 01/23/2017, 12/05/2016, 02/06/2017, 12/09/2016, 02/13/2017, 01/09/2017, 02/27/2017
<input checked="" type="checkbox"/> Other: SSPT	Our SSPT team monitored student progress for social/emotional well being, twice a month. Student attendance was reviewed by the PSA counselor, referrals for individual counseling was made by PSW, and reclassification reviews were conducted by the EL designee at brought for recommendations.	10/13/2016, 12/15/2016, 10/27/2016, 01/12/2017, 11/10/2016, 01/26/2017, 12/01/2016, 02/09/2017

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

ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input 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"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

Graduation rate has steadily increased from 58% during the 2013-14 SY to 69% for the 2014-15 SY and 76% for the 2015-2016 SY. LA High was above the district average of 75 % this past school year.

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

There is still a need for consistent and effective instructional intervention programs to provide support for all students as teachers work in concert with counselors to ensure graduation. Teachers and counselors must work together to analyze student data and performance on an ongoing basis.

- Counselors and PSA's will be an integral part of outreach to students who are at risk of failing by providing opportunities such as immediate intervention placement, regular counseling sessions, as well as exposure to motivational college presentations.
- Examination of relevant research and school based programs that successfully address student attrition.
- Continuous Professional Development will be offered within specific content areas to improve teacher instructional strategies and intervention efforts.

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

N/A

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

Credit recovery options made possible by our School Improvement Grant, included zero period, Saturday school year-round, and winter session providing opportunities for students to make up missing credits in their effort to graduate. Purchased software programs such as Edgenuity, an online credit recovery program, and Achieve 3000 supported our efforts in getting students on track to graduate. Micro-computer support ensured the effectiveness of the online programs by managing and maintaining well functioning computer labs as well as providing direct, on call, technical support.

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

Based on My Data and credit recovery enrollment we predict that we will meet or exceed the goal of 77% graduation by June 2017. Furthermore, our goal for June 2018 is that student graduation rate will improve to 79%. Focus on good first instruction to help students pass their classes; use online grading system to help students/parents monitor student progress and improve home-school communication. Additionally, make concerted efforts to build relationship and rapport with students in homeroom classes and check up on students' progress.

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

By June 2018, our graduation rate will increase to reflect a rate of 79%.

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

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To support 100% graduation rate, APSCS/ Counselors(1 6 hrs/5days @ \$87,229 & 1 3hrs/5days @ \$68,638) will provide professional development to teachers on: - A-G Requirements - Developing a College and Career mindset/classroom environment strategies - Analyzing student data to identify students at risk of not passing A-G courses - Monitoring student progress regularly and proactively Note: Due to the constraints in the SPSA Online Platform, the discrepancy in counselor salaries due to the limitations of the program total cost options will be compensated for both counselors using Health Benefits. Counselors will be funded the first two months with SIG funding (August & September) and they will be funded the remaining months (October to June) with Title I funding.	07/01/2017 06/30/2018	Principal and Counselors will meet to discuss PD, activities and review student data.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	110161	58,151	1.00	50
CE-NCLB T1 Schools (7S046)	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	110161	69,781	1.00	60
CE-NCLB T1 Schools (7S046)	30165 - HEALTH WELFARE CERT	30165	34,155	0.00	100
CE-NCLB T1 Schools (7S046)	30166 - RETIREE BNFTS CERT	30166	11,710	0.00	100
CE-NCLB T1 Schools (7S046)	30170 - OPEB CERT	30170	2,928	0.00	100

Focus Area: Effective Classroom Instruction

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Faculty in all disciplines will follow specific protocols and procedures for each of their classes: →Prepare clearly organized lesson plans with learning objectives identified —Welcome students individually as they enter the classroom —Begin instruction prior to or immediately after the bell rings —Introduce the lesson goals to students and provide a Do Now/Dispatch that readies students for instruction —Pace lesson, using a variety of teaching strategies (small group work, discussion, oral and written presentation, students' responding to peers and raising questions), to engage students directly —Ensure that all students write/compute, read, and speak during every class period —Use frequent checks for understanding—written and oral— during the class period to assess individual student comprehension and questions —Require an exit ticket (written) of every student before the class ends -Integrate technology to prepare students for 21st century skills.	08/15/2017 06/08/2018	Designated administrators will observe classrooms regularly, provide written feedback to faculty, conference individually with faculty, and evaluate faculty performance based on the criteria for effective classroom instruction.
Students will be provided with the opportunity to visit college campuses to motivate them. Students will be required to do a research project/writing assignment based on their experiences. The assignments will incorporate the ELA standards. Students will be going to the following 9 locations: 1) U.C.L.A, 2)U.S.C, 3)Cal Tech,4)CSUN, 5) Cal State L.A, 6) L.A. Tech, 7)Santa Monica City College, 8)Cal State Long Beach, 9) Claremont McKenna College 09/05/2017 05/30/2018	09/05/2017 05/30/2018	Principal will review field trip request before approval. Will ensure they are aligned to the unit of study.
The Microcomputer Support Assistant (1 @ \$53,052) will support teachers and students with ongoing technology support. ***** Note: Due to the constraints in the SPSA Online Platform, the discrepancy in the Microcomputer Support Assistant salary due to the limitations of the program total cost options will be compensated for the Microcomputer Support Assistant using Health Benefits. The Microcomputer Support Assistant will be funded the first two months with SIG funding (August & September) and they will be funded the remaining months (October to June) with Title I funding.	10/01/2017 06/30/2018	Principal and CPA will conduct classroom observations to ensure the implementation of technology during instruction. Will review student work and grades for progress. Will meet with Micro Computer Assistant to discuss activities.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)	25690	35,367	1.00	50
CE-NCLB T1 Schools (7S046)	50003 - OTH NON INSTRL CONT	50003	4,298	0.00	100
CE-NCLB T1 Schools (7S046)	50147 - MAINTENANCE OF EQUIP	50147	3,750	0.00	100
CE-NCLB T1 Schools (7S046)	50174 - CURRICULAR TRIPS	50174	3,330	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	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>A-G Diploma Program Counselor, PSA and Counselors will utilize district data system (MiSiS) to identify students receiving an F or D in A-G courses to provide intervention during and or beyond the regular school day. Intervention programs will include:</p> <ul style="list-style-type: none"> - After School Tutoring - Adult school - Summer School <p>Students and parents will be provided with other resources/alternative intervention programs:</p> <ul style="list-style-type: none"> - Manual Arts Adult school (Credit recovery) - Los Angeles City College (Earn high school and College credits) - West Los Angeles College (Earn high school and College credits) - ARC offers academic, physical and recreational support and activities. - AVID program that works to build high expectations for all learners through targeted supports and intervention. - Upward Bound (USC and West LA College) - Los Angeles Technology Center (Earn High School Credits) - Alternative Education/ Resource Fair <p>In order to support students in meeting academic standards, tutoring will be available after the school day (Tutor Teacher X Time 192 hrs @ \$77.90 = \$15,000) to provide strategic support to students in danger of not meeting graduation requirements.</p>	<p>08/15/2017 06/08/2018</p>	<p>The counseling, intervention coordinators, and administrative teams will monitor progress of interventions beyond the school day by examining attendance, rosters, monthly and end of term grades. Students will complete regular evaluations of the opportunities and courses.</p>
<p>Students and parents will be provided with other resources/alternative intervention programs:</p> <ul style="list-style-type: none"> - Manual Arts Adult school (Credit recovery) - Los Angeles City College (Earn high school and College credits) - West Los Angeles College (Earn high school and College credits) - ARC offers academic, physical and recreational support and activities. - AVID program that works to build high expectations for all learners through targeted supports and intervention. - Upward Bound (USC and West LA College) - Los Angeles Technology Center (Earn High School Credits) - Alternative Education/ Resource Fair 	<p>08/15/2017 06/08/2018</p>	<p>The counseling, intervention coordinators, and administrative teams will monitor progress of interventions beyond the school day by examining attendance, rosters, monthly and end of term grades. Students will complete regular evaluations of the opportunities and courses.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	15,000		100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>PSA, A-G Counselor and Academic Counselors will provide parent trainings. The counselor will provide the following to build parent capacity:</p> <ul style="list-style-type: none"> - Individualized graduation plan (IGP) conference with students and their families at least yearly, grades 9-12 - Parent/guardian signed course schedule to indicate involvement and understanding of IGP - A-G requirement workshops - College application workshops - Financial aid workshops - Credit recovery - Education in NCAA guidelines and requirements <p>LA HS Counselor and College Office will also organize:</p> <ul style="list-style-type: none"> - Career and college fair that will provides information and assistance to students, parents and faculty pertaining to college selection, the college admission process, financial aid, scholarships and post-secondary options. - College night and college/career fairs are held each semester. - Additional support for the effective convening and organization of these events/opportunities will be facilitated by LAHS parent and community representatives, clerical, and teacher assistant staff. <p>Healthy start coordinator will also provide community resources for families.</p>	<p>08/15/2017 06/08/2018</p>	<p>The principal, designated administrator, Title 1 Coordinator, and Community Representatives will utilize sign in sheets, evaluations, feedback sheets, School Experience Survey, as well as informal observations to determine the overall trends and effectiveness of the programs.</p>
<p>LA HS Counselor and College Office will also organize:</p> <ul style="list-style-type: none"> - Career and college fair that will provides information and assistance to students, parents and faculty pertaining to college selection, the college admission process, financial aid, scholarships and post-secondary options. - College night and college/career fairs are held each semester. - Additional support for the effective convening and organization of these events/opportunities will be facilitated by LAHS parent and community representatives, clerical, and teacher assistant staff. 	<p>08/15/2017 06/08/2018</p>	<p>The principal and designee will review calendars, sign in sheets, and logs that are utilized for providing resources to school and community families.</p>
<p>Healthy start coordinator will also provide community resources for families.</p>	<p>08/15/2017 06/08/2018</p>	<p>The principal and designee will review calendars, sign in sheets, and logs that are utilized for providing resources to school and community families.</p>

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

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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

Based on the data examined from MyData, Student Grades, SBAC, Interim Assessment Blocks, as well as the School Experience Survey:
 - According to MiSiS, the number of Ds and Fs in end of ELA term grades was 34% in Spring 2016, and in Fall 2016 the number of Ds and Fs dropped to 31% in ELA classes.
 - SBAC data shows that our English Only sub-group, with the exception of Limited English Proficiency, scored at below standard in the five claims of reading, writing, speaking and listening, and research/inquiry.
 - SBAC data shows that 33% Standard Not Met; 26% Standard Nearly Met; 31% Standard Met; 11% Exceeds Standard.

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

Issues affecting lack of student proficiency in English Language Arts:
 - Lack of regular student experiences in reading, analyzing, and writing about intentionally selected complex text.
 - Inconsistent structured intervention and scaffolding strategies.
 - Inconsistent implementation of CCSS strategies and practices that promote critical thinking and writing
 - Teachers need training in culturally relevant and responsive teaching in working with our English Learner, Standard English Learner, and low income students.
 - Teachers need further training in growth mindset as well as brain development.

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

N/A

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

N/A

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

Teachers will utilize AVID strategies and intervention approaches to support student learning. Also, teachers will analyze data such as student work/portfolio, term grades, IABs, SBAC, CELDT, Reading Inventory results, .

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

- By June 2018, Los Angeles Senior High will reduce the number of fails in ELA classes, as measured by end of term grades, from 31% to 21%, and increase the number of students "Met or Exceeded" standards on the SBAC by 8% across all demographics, subgroups, and language classification (41% to 49%).

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

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

Academic : English Language Arts

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

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

Focus Area: Effective Classroom Instruction

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
As a result of, and through the effective implementation of professional development opportunities, teachers collaborate and do the following: - Design effective/engaging lessons incorporating: - Clear lesson objective - CCSS/ELD standards - Essential questions - High level questioning (DOK) - Frequent student discourse - Explicit Direct Instruction (EDI) strategies - Checking for understanding - Lesson summation – exit ticket, seven word summary	08/15/2017 06/08/2018	The effectiveness of the professional development opportunities will be measured through classroom observations conducted by administrators as well as by select out of classroom and teaching staff. In addition, teachers, coaches, and administrators will examine student work with faculty; measure outcomes i.e. grades and other benchmarks.
Teachers will incorporate Academic English Mastery and Proficiency strategies to provide effective classroom instruction that includes: - Culturally and Linguistically Responsive instruction - High student engagement and well-managed classes - Exposure to a wide variety of culturally relevant fiction/non-fiction - Integration of technology to enhance instructional effectiveness as well as to improve immediate feedback to students regarding their respective reading levels: - Use of sites and collaboration among students on defined teacher developed exercises to provide instructional variety as well as an inventory of relevant resources to address student literacy needs. - Use of Teacher Assistants to support small group instruction for differentiation	08/15/2017 06/08/2018	Principal, Administrative team, Department Chair, Instructional Coach, Title III coach, EL Coordinator, Teachers will utilize observations, sign in sheets, evaluations, and data gathered from instructional rounds.
Faculty will plan and deliver appropriate instruction and intervention to address the targeted needs of specific students. Will differentiate instruction for students not meeting grade-level standards.	08/15/2017 06/08/2018	Teachers will examine student work and conduct Instructional Rounds.
Students will use ACHIEVE 3000 online program: - Non-fiction, leveled, individualized student reading program incorporating CCSS skills of locating textual evidence and writing through the use of computer software. - Receive training in, and utilize relevant and engaging technology to support instruction of EL and SPED students.	08/15/2017 06/08/2018	Teachers will examine student work and conduct Instructional Rounds.
In order to provide students with experiences that build on prior knowledge, background, academic vocabulary, and language that will aid in improving reading comprehension, Students will be exposed to many different community venues with relevant links to currently studied topics and texts.	08/15/2017 06/08/2018	Principal will review request before approval to ensure alignment to unit of study.
In order to provide students with experiences that build prior knowledge, background, academic vocabulary, and language that will aid in improving reading comprehension, field trips will be aligned to the unit of study and provided to the following locations: 1. Los Angeles Zoo 2. Ronald Reagan Library 3. Getty Villa Museum 4. A Noise Within Theatre 5. America's teaching Zoo 6. Japanese American National Museum 7. Autry Museum 8. California African American History Museum 9. Chinese American Museum 10. La Plaza de Cultura y Arte 11. Museum of Tolerance	09/05/2017 05/31/2018	Principal and CPA will review requests to ensure that the field trip is aligned to the unit of study. Will review student work, projects and report card grades for progress

Budget

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50174 - CURRICULAR TRIPS	50174	4,571		100

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

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher will utilize AVID strategies and intervention approaches to students that are at risk of failing, as is evident from their credit totals, term grades, SBAC, and IAB results Los Angeles High School will offer the following programs and initiatives to address English Language academic needs: - After-school tutoring provided by teachers, using duplicated teacher created intervention materials - Credit recovery - Advanced Placement intensives - Book Clubs: - Reading campaigns - Library visits - Speech and Drama performances - After school Tutoring - Additional support for the effective convening as well as organization of these events/opportunities will be facilitated by LAHS parent and community representatives, clerical, and teacher assistant staff. - Purchase additional laptop carts for the needs of the ELA and ELD students.	08/14/2017 06/08/2018	Teachers, ILT, Coordinators, Title III Coach, and Administrators will use assessment results and grades to determine trends and progress. Counselors, Drama Teacher, EL Coordinator, Title III Coach, and the Librarian will collaborate to assist in determining the progress of intervention programs by analyzing logs, sign in sheets, student performances as well as work samples.

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

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

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will foster progress in the academic achievement of English Learners, as well as all students enrolled in English courses, by creating avenues for parents to help cultivate an environment of learning for their children by ensuring: Outreach to parents during ELAC meetings Demonstration lessons during monthly Coffee with the Principal Serving as a venue for PIQE to deliver workshops to parents on promoting academic excellence Initiating a parent/student book club to increase literacy Capitalize on four times a year evening parent meetings: Requiring student-led conferences Showcase student writing Encouraging and designing Parent Instructional Rounds	09/11/2017 05/04/2018	The Principal, designated administrator, Title I Coordinator, Title III Coach, EL Coordinator, and Community Representatives will monitor progress - utilize sign in sheets, evaluations, feedback sheets, School Experience Survey, as well as formal and informal observations to determine the overall trends and effectiveness of the programs.

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

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

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input 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 student proficiency in Mathematics based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Review of data yielded the following information:

- **PASS / FAIL RATES:** The overall passing rate for Fall 2015-16 was 62%. The Fall overall passing rates for 2016-17 indicate improvement at 69%. Although the results were mixed some course pass rates improved and some did not. Comparison by course:

COURSE PASS RATE – Fall 2015-2016 PASS RATE - Fall 2016-2017

Algebra 1	46.3%	75%
Geometry	70.1%	50%
Algebra 2	54.2%	74.5%
Pre-calculus	81.1%	78.5%
Calculus	88%	88.4%

- **CREDIT COMPLETION:** Percent of seniors on track with A-G math requirements indicate improvement

Fall 2015-2016	49.7%	(50.3% were deficient in math credits)
Fall 2016-2017	70.4%	(29.6% were deficient in math credits)

- **SBAC GRADE ASSESSMENT:** Based on the SBAC 11th grade assessment in 2016, only 23% met or exceeded the standards. Of the 11th grade students not meeting standards, 22% of them nearly met standards. Performance by Claim and by subgroup:

CLAIMS	LOS ANGELES HIGH TOTAL (All students including EL & Magnet)	EL	MATH/SCIENCE MAGNET
#1 Concepts and Procedures	58% below standards	88% below standards	17% below standards
#2 Problem Solving	47% below standards	73% below standards	25% below standards
#3 Communicating Reasoning	34% below standards	62% below standards	15% below standards

- **SPRING 2016 SCHOOL EXPERIENCE SURVEY:**

- 46 % of students agreed that they write sentences to explain how to solve math problems;
- 61 % of students had agreed that they had opportunities to discuss possible solutions with other students in math classes;
- 45 % reported that their math teachers showed how math is being used in everyday life.

KEY FINDINGS FROM DATA, SURVEYS, OBSERVATIONS:

- The monitoring of student performance using surveys, data charts, formative assessments, and the Interim Assessment Blocks (IAB) have led to a better understanding of department-wide challenges
- There was a moderate improvement in math pass/fail rates overall, and most courses met or exceeded the district standard, however a strong area of concern exists with the percentage of students not passing Geometry.
- Data shows a dramatic increase in Credit Completion due to being able to offer extensive credit recovery opportunities through the SIG grant
- Targeted PD; opportunities for collaboration, including observational rounds and debriefs; coaching observation and debriefs, and students being exposed to computerized assessment during two IABs, all contributed to higher achievement on SBAC.
- Primary language support was provided for English Learners by Paraprofessionals.
- In 2015, 21% of 11th grade students “Met or Exceeded” SBAC Math Standards. In 2016, 23% “Met or Exceeded” Math Standards. SBAC goal was not fully met, but there is improvement.
- Surveys and classroom observations revealed a lack of student engagement
- Based on observations by the instructional coaches, most teachers currently engage in primarily teacher-centered, lecture-based instructional practices.
- Outside the Magnet program our students are scoring significantly below standards in all areas of the SBAC, especially our EL population.
- The percentage of students passing classes does not translate to higher achievement on the SBAC
- Grading practices are inconsistent among teachers and across grade levels

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

- Passing rates in Geometry are of concern, however, an underlying issue is that students are being programmed into Geometry even if they didn't pass Algebra 1.
- A large percentage of students enter 9th grade already below grade level and lack prerequisite knowledge
- LA High has the largest percentage of EL students in Local District West
- Lack of consistency of instructional and grading practices and sufficient time for collaboration throughout Math department
- Many of the resources which contributed to the dramatic increase in Credit Completion will probably not be available due to the sunseting of the SIG grant at the end of the 2016-2017
- Common Core Instructional shifts aren't being fully integrated into teaching practices
- Staff has been unable to reach an agreement on the implementation of standard grading practice
- All staff has not committed to a consistent policy of online access for parents and students

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

N/A

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

N/A

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

- Counselors will be more proactive in scheduling students in credit recovery for Algebra 1 and other required math classes
- Focus on 9th grade through gradual rollout of AVID program schoolwide
- For those students who need a third year of math for graduation, the school will offer the option of taking Statistics and Probability as well as Pre-calculus
- Staff will continue to offer math tutorial classes for students at-risk of failing Algebra 1
- After-school tutoring will continue to be offered for all Core areas
- PD will focus on implementation of cooperative learning and student engagement strategies, with an emphasis on reflecting on students' background knowledge and using the Eight Common Core Mathematical Practices.
- During Math department PD, the existing grading practices will be calibrated using rubrics to create greater consistency among teachers
- Bilingual teacher assistants will be used in math classes to support EL, LEP and other at-risk students
- Staff is investigating alternative bell schedules in order to provide credit recovery and enrichment opportunities for students

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

By June of 2018 LA High will meet the following objectives:

- The percentage of students passing math classes will increase by 3% from 69% to 72% based on final report card grades
- The A-G completion and graduation rates will improve by 3%
- The eleventh graders will demonstrate 5% increase in students meeting or exceeding standards on the 2018 SBAC Math Summative assessment.

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

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

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
1. The Department Chairs, the administrative team and the Local District math coordinator will provide professional development to math teachers during and/or beyond the regular assignment focusing on the following instructional strategies: <ul style="list-style-type: none"> • The Common Core State Standards and the Eight Mathematical Practices • Cooperative learning strategies, such as Kagan's Structures and the Mathematical Mindsets (Jo Boaler), to maximize student engagement and improve students' proficiency in Algebra 1, Geometry and Algebra 2. • Error Analysis exercises to encourage students to construct viable arguments and critique the reasoning of others. 	08/15/2017 06/07/2018	Principal, administrative team, department chairs and teachers will utilize sign in sheets, evaluations and data gathered from instructional rounds to determine the implementation and effectiveness of the programs.
2. During professional development, math teachers will analyze student data to identify struggling students, monitor ongoing student progress, analyze MyData at-risk and early warning reports	09/19/2017 10/31/2017	Department Chair; All Math department teachers / Effectiveness will be determined by an increase in number of students on-track, passing classes and higher attendance rolls.
3. Teachers will develop common assessments and projects/tasks	11/01/2017 04/01/2018	Department Chair / Common assessments being utilized department wide
4. Teachers will come to agreement on common grading practices using common rubrics.	08/15/2017 10/31/2017	Principal, Department Chair / Implementation department-wide of common grading practice
5. Math teachers will analyze student work to develop intervention/enrichment strategies for students and improve the passing rates	08/15/2017 06/07/2018	Department Chair / Evidenced by increased passing rates
6. The department chairs facilitate PD and debriefing sessions with Algebra 1, Geometry and Algebra 2 teachers focusing on the following: <ul style="list-style-type: none"> • Strategies for Checking for Understanding • Project-based learning • Improving students' motivation and participation 	08/15/2017 06/07/2018	Principal, Department Chair / Evidenced within classroom observations
7. The EL or Title One Coordinator will schedule bilingual TAs to provide support in classes that have ELD students.	08/15/2017 09/01/2017	EL/Title One Coordinator / Evidenced by TA's being properly assigned
8. Before administering the IABs, math teachers will collaborate on analyzing the interim assessment items and choosing strategies to prepare students for the assessment. After administering the IABs, math teachers will work together on common scoring of the Performance Task and develop strategies to prepare students for the real SBAC in 11th grade.	11/01/2017 11/30/2017	Department Chairs and teacher teams / Evidenced by better performance on SBAC
9. In order to prepare students for the SBAC (Smarter Balanced Assessment Consortium) test, the Interim Assessment Blocks (IABs) will be administered twice a year: <p>Fall Semester: Algebra 1 – Linear Functions Geometry – The Performance TASK Algebra 2 - Quadratic Functions</p> <p>Spring Semester: Algebra 1 – The Performance TASK Geometry – Right Triangle Trigonometry Algebra 2 - The Performance TASK</p>	11/01/2017 03/31/2018	Administrative team, Coordinators and Math Department Teachers / Effectiveness determined by better performance on SBAC

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
10. During Monday PD, math teachers will discuss departmental focus areas, share effective instructional practices and create a list of common goals and instructional strategies.	08/15/2017 06/07/2018	Department Chairs and Teacher Teams / Creation of list of common goals and instructional strategies
11. Math teachers will attend conferences, seminars and workshop sessions during the 2017-2018 school year that target mathematics instruction and intervention strategies as they pertain to the CCSS and to provide intervention to students not performing at grade level to close the achievement gap with a specific focus on our EL and LEP students. Conferences will include: <ul style="list-style-type: none"> • California Mathematics Conference (CMC) in Palm Springs • LD West workshops • LAUSD Office of Curriculum and Development trainings 	08/15/2017 06/07/2018	Math Department Teachers / Evidenced by sign ups and sign in sheets for PD sessions and workshops

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

Focus Area: **Effective Classroom Instruction** *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
1. Math teachers will emphasize effective lesson structure by ensuring each class contains: <ul style="list-style-type: none"> • Lesson Openers – Agenda, Clear Objectives/expectations, Academic Vocabulary • Engaging Warm-ups utilizing the Mathematical Mindsets activities • Lesson Discourse with reflection on student background knowledge, DOK questions, student-to-student discussion opportunities • Lesson Closure such as exit tickets, written reflections, etc. • Project-based Learning opportunities 	08/15/2017 06/07/2018	Principal, Department Chairs & teacher teams
2. In order to provide students with experiences that help engage them, build prior knowledge, background, academic vocabulary and concept development, as well as aid in improving their ability to make and apply real world math connections, various opportunities for understanding real life applications of instruction will be provided by partnering with entities such as: <ul style="list-style-type: none"> • Jet Propulsion Laboratory • MESA Competitions • Robotics Competitions 	08/07/2017 06/07/2018	Math/Computer teachers and MESA club sponsors

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
1. Based on the data analysis findings, the school will implement a math intervention program to address students' needs of not meeting proficiency levels in Algebra 1, Geometry, Algebra 2 and Pre-calculus. The math intervention will focus on the EL and LEP subgroup, because the data indicates these are the subgroups currently at greatest risk of not meeting standards in mathematics. Interventions will include all the following: <ul style="list-style-type: none"> • Summer School Credit Recovery classes for students who failed Algebra 1, Geometry or Algebra 2 • After school tutoring for Algebra 1, 2, Geometry, Pre-calculus and Calculus, provided by math teachers, who will use teacher created intervention materials 	08/15/2017 06/07/2018	Administration team, Coordinators, Department Chairs and Teacher Teams / Effectiveness determined by increased graduation rates, higher pass rates and improved SBAC scores.
2. Paraprofessionals will be assigned to the EL/Sheltered math classes to provide language support and assist students with understanding math academic vocabulary and improving their mathematical reasoning.	08/15/2017 06/07/2018	Administration team, Coordinators, Department Chairs and Teacher Teams / Effectiveness determined by improved test scores for EL students

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
1. Title One and EL coordinator will organize a series of workshops in the Parent Center to introduce Common Core State standards, the Eight Mathematical Practices and the web-based resources to enhance student learning in mathematics. The workshops and web-based resources will also include the following topics: <ul style="list-style-type: none"> • Understanding the four claims of the Smarter Balanced assessment • DOK Questioning Techniques • Importance of developing good Number Sense • Creating math-friendly home environment 	08/15/2017 06/07/2018	Administration; Coordinators and teacher teams / Evidenced by increased numbers of parents involved
2. During "Coffee with the Principal" (conducted monthly), parents will learn about the following: <ul style="list-style-type: none"> • The shifts in school's instructional strategies; • Culturally relevant and responsive education; • Cooperative learning strategies • Student engagement strategies 	08/15/2017 06/15/2018	Administration; Coordinators and teacher teams / Evidenced by increased numbers of parents involved
3. Teachers will utilize and provide the following additional math resources to parents to help them monitor the progress of their children: <ul style="list-style-type: none"> • Posting of math assignments on the teachers' individual webpages on the www.lahigh.org website • Blackboard Connect to notify parents of the completion of the current assignments. • Collaboration with the academic counselors to notify parents of at-risk students and schedule parent-teacher conference as needed 	08/15/2017 06/07/2018	Administration; Coordinators and teacher teams / Evidenced by increased numbers of parents involved
4. The Title One office will coordinate additional support for the effective organization of parent related events/training, assisted by LAHS Parent and Community Representatives, Clerical, and Teacher Assistant staff.	08/15/2017 06/07/2018	Title 1 and Parent and Community Representatives / Evidenced by greater number of parents at meetings and workshops; sign-in sheets.

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

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

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

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

1. List key findings related to English learners' proficiency in core curriculum based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Review of data yielded the following information:

MyData

Met targeted growth: a 6% increase

2015-2016	2016-2017
45%	51%

Annual Measurable Achievement Objectives (AMAO) 2: Percent of ELs attaining English proficiency on CELDT: SY 2015-16

Proficiency in <5 years: 14% non magnet / 57% Magnet

Proficiency in >5+ years: 28% non magnet / 69% Magnet

Intermediate --> Early Advanced 5% increase between 2016 and 2017.

Basic Skills Test Reading Inventory: Percent scoring Basic and above

2015	2016
30 students	26 students
12%	10%

LTELS 58% 50% due to influx of Newcomers.

SBAC - % of LEP students who Do not Meet Standard (by claim)

	2015	2016
Reading	72	52
Writing	69	87
Speaking and Listening	64	61
Reserach	41	57

Reading improved by 20%

Writing declined by 18%

Speaking and listening improved by 3%

Research declined by 16%

Grades improved in ELD/ELA classes - C or better

Fall 2015-16	2016-17
54%	59%

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

Underlying issues include: additional newcomers and low expectations for student achievement from staff. English Learners must receive support in all content areas through integrated ELD as stated in the Master Plan. Lessons must include language objectives, aligned with the new ELD standards to ensure progression towards English proficiency. Teachers need additional training to support English Learners at all levels, from newcomers to long term. Content teachers must receive deeper training on second language acquisition.

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

N/A

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

Improvement is showing for student advancement on the CELDT. After school programs such as Language in Action Program, Summer enrichment classes for EL and Saturday school afforded our new English Learners increased instruction. Strategic grouping of students based on their strengths or needs in the four domains of reading, speaking, listening, and writing encourages peer support and a safe environment to practice newly acquired academic English.

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

- * As a school site, we will address our grading policy to alleviate the high failure rates in the EL/LTEL classes. Students should be given multiple opportunities to show proficiency at the appropriate level of English acquisition.
- * CELDT/ELPAC domains will be targeted through direct instruction.
- * All teachers need training on best practices for a comprehensive English Learner program.

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

- By June 2018, Los Angeles Senior High School will increase the reclassification rate of English learners by 15%, from 9% to 24%.
- By June 2018, reduce the percentage of LTELs by 5%, from 50% to 45%.
- By June 2018, the passing rate of ELs in core ELA/ELD classes will increase by 10%, from 57% to 67%.

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

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

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>In order to improve student outcomes the TSP/CPA (1 @ \$68,638), Intervention/Prevention Support Coordinator, and Title III Coach will:</p> <p>1. Teachers will be taught additional research based strategies to increase English Learner academic achievement in both designated and integrated ELD in the following pathways-</p> <p>Professional developments to include:</p> <p>Academic vocabulary development strategies Constructive conversation skills Strategic grouping of students to improve outcomes Structured dialogues to increase student-to-student interaction Using complex texts</p> <p>Additional Professional Development: Encourage teachers to attend all district designed PD sessions Embed data analysis into all department meetings Lesson study/planning time/summer/winter on site institutes Receive training in, and utilize relevant and engaging technology to support instruction of EL. Ongoing data analysis of effectiveness of programs: IAB data CELDT scores SBAC claims Book study of works of experts in the field of language acquisition and common core as pertains to EL population</p>	<p>08/15/2017 06/08/2018</p>	<p>Department administrators, Title III Coach, EL designee, ILT, and Dept. Chairs will use evaluations, observations, student work samples, and sign in sheets to determine effectiveness.</p> <p>Principal, EL designee/Title 1 Coordinator ILT Administration team will evaluate the program using evaluations, observations, student work samples, and sign in sheets to determine effectiveness.</p> <p>Principal, administrative team, Department Chairs, Title III coach, EL Coordinator,</p> <p>Teachers will utilize observational feedback, evaluations, and data gathered from instructional rounds to determine the effectiveness of the program.</p> <p>Principal and the administrative team will utilize observations, sign in sheets, and evaluations to determine the effectiveness of the program.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	117360	68,638	1.00	100
CE-NCLB T1 Schools (7S046)	11681 - CRD DIF CAT PRG ADV	11681	637		100
CE-NCLB T1 Schools (7S046)	30167 - HEALTH WELFARE CLASS	30167	-11,095	0.00	100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	30168 - RETIREE BNFTS CLASS	30168	-4,064	0.00	100
CE-NCLB T1 Schools (7S046)	30169 - OPEB CLASS	30169	-1,616	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>In order to improve EL student academic achievement:</p> <p>1. Teachers will embed CELDT strategies covering the domains of Reading, Writing, Listening, Speaking in all classes with the following strategies: Quick-writes Descriptive writes Listening practice</p> <p>2. Title III/EL Coordinator/ will conduct lesson study and coaching cycles to collect specific data as it pertains to increasing EL student achievement Content teachers to review SRI data as pertains to LTEL students.</p> <p>3. Instructional Leadership Team works with department chairs and reviews Master Plan for English Learners to utilize effective classroom strategies and supports for access to content areas Constructive conversation maps used in all content classes Academic vocabulary reviewed daily</p> <p>4. Coordinator and Administrator for Designated ELs Consistent monitoring of curriculum LTEL classes implement ACHIEVE 3000 as a supplemental resource with fidelity and progress is tracked. Lexile levels measured for growth and diagnostic data. Primary language support through teacher assistants in ELD and Math</p>	<p>08/15/2017 06/09/2018</p>	<p>Department administrators, Title III Coach, EL designee, ILT, and Dept. Chairs will use evaluations, observations, student work samples, and sign in sheets to determine effectiveness.</p> <p>Principal, EL designee ILT Administration team will evaluate the program using evaluations, observations, student work samples, and sign in sheets to determine effectiveness.</p>
<p>Teacher Assistants (5 6hrs/5days @ \$17,532) are used to support students during small group instruction. This allows for intervention that is strategic and targeted to meet the specific needs of our student population, especially our ELs. ***** *****</p> <p>Note: Due to the constraints in the SPSA Online Platform, the discrepancy in teacher assistant salaries due to the limitations of the program total cost options will be in Health benefits. Teacher Assistants will be funded the first two months with SIG funding (August & September) and they will be funded the remaining months (October to June) with Title I funding.</p>	<p>10/01/2017 06/30/2018</p>	<p>The CPA, Principal and Intervention Coordinator will conduct classroom observations to ensure TAs are used effectively in the classroom. Will review student data, assessments and report card grades for progress</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	15,300		100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To support EL/LTEL students who are not making adequate progress in learning English, the following interventions will be implemented:</p> <p>Embed language Appraisal Team into SSPT meetings to review EL program data to identify ELs in need of targeted instructional support and made intervention recommendations Provide targeted tutoring/intervention for LTEL students in core academic areas 10 weeks 4 hours per week Saturday credit recovery if viable, using Achieve 3000 for LTEL and ELD 4 students ARC to continue before school tutoring for newcomers/ELD 1&2</p>	08/15/2017 06/09/2018	Admins, TSP, Title One, EL Coordinator, and SPED Coordinator to utilize sign in sheets, student work, and observations to determine the effectiveness of the intervention programs.
<p>The Intervention/Prevention Support Coordinators (1 3hrs/5days @ \$41,184 & 1 6hrs/5days @ \$116,303) will provide support to both teachers and students. Direct support to students will come in the form of conducting pull out sessions with small groups of students, especially our ELs, who have been identified as experiencing difficulty in a particular area. population.***** ***** Note: Due to the constraints in the SPSA Online Platform, the discrepancy in intervention/prevention support coordinators salaries due to the limitations of the program total cost options will be compensated for 2 intervention/prevention support coordinators using Health Benefits. Intervention/Prevention Support Coordinators will be funded the first two months with SIG funding (August & September) and they will be funded the remaining months (October to June) with Title I funding.</p>	07/01/2017 06/30/2018	Principal will meet with the Intervention Support Coordinator to discuss activities. Will review student data, assessments and grades for progress

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	14496	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	14496 - INTRVN/PREV SUP COOR (3 Hrs / 5 Days)	14496	34,319	1.00	50
CE-NCLB T1 Schools (7S046)	11759 - INTVN/PREV SUPC DIFF	11759	2,122		100

Focus Area:

Building Parent Capacity and Partnership to Support the Academic Goal

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To build parent capacity and develop partnerships, parent of ELs will receive the following parent trainings:</p> <ul style="list-style-type: none"> • CELDT awareness campaign • Common core review • Review A-G requirements • Reclassification readiness • ELD standards training and demonstrations • Instructional rounds and data collection with parents • Work with after school program to include parental component • Review reclassification criteria at all parent meeting • Continue PIQE meetings to empower parents • LTEL Parent night each semester and distribution of goal sheets to each EL • Family Literacy/Math Night for parents and younger siblings <p>LAHS parent and community representatives, clerical, and teacher assistant staff will facilitate additional support for the effective convening and organization of these events/opportunities.</p>	<p>08/15/2017 06/08/2018</p>	<p>EL Coordinator, Title 3 Coach Administrators, Parent rep. will utilize evaluations, sign in sheets, and informal observations to evaluate the parent trainings</p>

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

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

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

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

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

Review of data yielded the following information:
 The POSITIVE SCHOOL CLIMATE reported by students of the 2016 School Experience Survey indicates that:

- * 58% agree or strongly agree that the school is a supportive and inviting place for students to learn (question E)
- * 45% agree or strongly agree that they happy to be here (question H)
- * 43% agree or strongly agree that they feel "I am part of this school" (question I)
- * 55% agree there is an overall positive school climate at Los Angeles High

The response agreeing to the level of SCHOOL SAFETY reported by students is:
 46% agree or strongly agree safe at the school. (School Safety, question A)

The HIGH QUALITY SCHOOLING reported by parents of the 2016 School Experience Survey indicates that:
 97% agree or strongly agree that they feel welcomed to participate at this school (question E)
 89% agree or strongly agree that they are partners with our school in decisions made about their students' education (question G)
 96% agree or strongly agree that the school provided information (verbal and written) that is understood. (question I)
 97% agree or strongly agree that the school offers extra academic support (tutoring, extra classes, after-school activities) for students (question N)

The PARENT CENTER reported by parents of the 2016 School Experience Survey indicates that:
 92% agree or strongly agree that the parent center is available when needed (question B)
 92% agree or strongly agree that the parent center provided useful resources to support their students education (question C)

The SCHOOL CLIMATE FOR STAFF reported by teachers of the 2016 School Experience Survey indicates that:

- 73% agree or strongly agree that the school is a supportive and inviting place to work (question A)
- 64% agree or strongly agree that the school promotes trust and collegiality among staff. (question B)
- 82% agree or strongly agree that help is available for communicating with parents. (question E)

There is strong response numbers to surveys by all stakeholders except for the parent group.

The number of surveys completed (percent responding) are:

Students:	1,192	(91%)
Parents:	119	(10%)
Employees:	157	(100%)
Teachers:	73	(100%)

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

The survey responses indicate that the school needs to create activities that will support and invite more students to feel that they safe and a part of the school. All student responses were in the range between 3 and 13 percentage points below the LAUSD average. Also, the school will implement strategies to improve parent involvement in the survey process.

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

N/A

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

- The survey responses indicate that the school has improved in communication with parents to make them feel welcomed to participate at LA High. Improvements have been made by LA High to provide information (verbal and written) that is easily understood and partners with parents in decisions made about their students' education. LA High has improved in offering extra academic support (tutoring, extra classes, after-school activities) for students. Even though the percentage responds per question is high, the number of parents responding is significantly lower than last year (2015: 194 parents; 2016: 119 parents)
- The significant improvement of high parent survey favorable responses per School Experience Survey question indicates that the school needs to: continue providing accessible information (verbal and written) that is easily understood by parents and continue to provide extra academic support to students
- The significant improvement of the number of Students, Employees and Teachers survey responses indicate that the school continues to: provide support for more school members to feel safe and a part of the school climate; create activities that promote trust and collegiality among staff and students; strengthen assistance with school members communication with parents.
- * Community reps provided invaluable support in ensuring parent engagement and serving as stewards of our school in the community.

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

N/A

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

- By the end of the 2017-2018 school year, the overall parent participation in the School Experience Survey will increase by 15% from 10% to 25%.
On the 2017 school experience survey, students in agreement that there is an overall positive school climate at Los Angeles High will increase from 55% to 65%.
On the 2017 school experience survey, staff in agreement that there is an overall positive school climate for students at Los Angeles High will increase from 81% to 86%.

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

Focus Area: Student, Staff, Parent Engagement

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To engage students, staff and parents, the following activities will provided and organized by the Community Representatives:</p> <ul style="list-style-type: none"> • Development of the Parental Involvement Policy and Compact • Annual Title I meeting • Coffee with the Principal meeting will be held first Friday morning of the month. Staff members will present learning opportunities and school-wide/community events to parents. Each academic department will highlight student work and achievement on a rotating basis. • Back to School Night • Two PLHBAO conferences • Festival of Learning to highlight the outstanding achievements of our students in Science Fair, The Arts, JROTC, Band, Drama, Content and Elective classes • Parent attendance at various conferences and share knowledge with all stakeholders. 	08/15/2017 06/07/2018	<p>Sign in sheets and attendance data will be used by the Admin team, CPA, and Community Representatives to evaluate trends and the effectiveness of the program./Community Reps</p> <p>Evaluations from parents on presentations/activities to show effectiveness and generate data for creating or sustaining events/Admin, Coordinators, Teacher Team</p>
Community representative to attend monthly faculty meeting to share teacher/parental concerns in a dialogue.	08/15/2017 06/07/2018	Attendance Rosters will show participation and generate data for sustaining the events/Community Rep
Twice yearly school-wide assembly/pep rally to promote Positive School Climate	08/15/2017 06/07/2018	Community Representative will generate minutes for communication to all stakeholders
<p>LAHS parents will be offered and participate in the Parent Institute for Quality Education (PIQE), which will foster their capacity in:</p> <ul style="list-style-type: none"> • Parent school participation and effective partnerships • Home academic development • Sustainable student social and emotional support • Improved understanding of educational 	08/15/2017 06/07/2018	The Principal, Admin team Department Chairs Coaches, Coordinators, PSW Psychologist will use sign in sheets evaluations, and observations to determine the effectiveness of the program.
<p>The school will utilize numerous strategies to optimize communication with students:</p> <ul style="list-style-type: none"> *Teacher web-site pages on www.lahigh.org *Marquee announcements *Weekly homeroom scripted announcements *Connect Ed weekly updates 	08/15/2017 06/07/2018	Admins, Technology Coordinator, and Leadership Advisor will utilize evaluations, sign in sheets, and observations to determine the effectiveness of the program.
<p>Communication between the school and its staff will be supported by the Community Rep and Office Technician (In Title 1 Office), It will include:</p> <ul style="list-style-type: none"> *Monitoring how many staff members read the Weekly Updates sent through email communication (through mail options in Office 365/Outlook) *Distributing monthly calendar at faculty meeting *Use of technology applications such as REMIND for all important staff notifications *Coaches Newsletter 	08/15/2017 06/07/2018	AP, CPA EL Designee Community Rep Will meet with Office Tech to discuss activities.
<p>Outreach to, and communication with, parents will be conducted through such strategies as:</p> <ul style="list-style-type: none"> *Monthly Parent Newsletter mailed home to highlight classroom activities *Promoting the School Experience Survey to parents by targeted campaign including raffle prizes and class competitions for most returned parent surveys. Students will understand the importance family support for our school culture and climate. *Translation at all events *Parent Center support through establishing social media presence 	08/15/2017 06/07/2018	AP, CPA EL Designee Community Rep Will meet with Office Tech to discuss activities.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Twice yearly Town Hall Open Forum Meetings to foster communication with all stakeholders	08/15/2017 06/07/2018	Admins, Technology Coordinator, and Leadership Advisor will utilize evaluations, sign in sheets, and observations to determine the effectiveness of the program.
Parent workshops will be conducted to support parent capacity in the following areas: <ul style="list-style-type: none"> • School report cards • Growth Mindset • Parent Conference Night Suggestions • Developing an Academic Environment at Home • Common Core Support at Home 	08/15/2017 06/07/2018	Admins, Technology Coordinator, and Leadership Advisor will utilize evaluations, sign in sheets, and observations to determine the effectiveness of the program.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21720 - COMMUNITY REP.	21720	10,880		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Continue to communicate our school expectations, both behavioral and academic, in HR and school-wide assemblies. Workshops will be provided for parents on an ongoing basis by the Community Rep (1 @ \$24,739) on topics including: graduation requirements, 21st century skills, etc. Parent notification will be made via ConnectED, flyers, LAHS website, and email.	08/15/2017 06/08/2018	Effectiveness will be measured by parent attendance at workshops and improved student behavior and academic achievement. Monitored by counseling staff, dean, coordinators, teachers, and administration.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	21720 - COMMUNITY REP.	21720	17,022	0.00	100

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

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

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

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

Attendance:• According to the school report card, 70% of the students had 96% or higher attendance rate for the Academic Year (AY) 2015-2016. That is a comparable rate relative to the district's' average (70%); however the percentage dropped by 3% from AY 2014-2015 where 73%.of students had 96% or higher attendance.

Suspension/Expulsion

Total number of suspension days has decreased by 24.5% from the AY 2014-15 to AY 2015-16, from 53 days to 40 days respectively. The measurable objective to decrease the suspension rate by 10% has been attained.

The measurable objective for reduction in suspension rate was attained by implementing alternative measure to suspension, i.e., after school detention/intervention, Saturday detention/intervention, mandatory counseling, Restorative Justice Practice including, community building circle and harm circle, and parent conferences. To date, in AY 2016-2017, only 10 days of suspension were accrued at 0.002%,(please change to 0.2%) due to mandatory recommendation for expulsion. Provided that there are no more incidents that calls for mandatory recommendation for expulsion, LAHS will realize additional reduction in suspension rate at the end of AY 2016-17.

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

Attendance:

- Although gains have been made in daily attendance, the chronic absence rate is 17%, as indicated in the school report card for AY 2015-2016.
- Many absences are not due to students willfully missing school, but are excused absences. Students often have a lack of access to healthcare, and/or unreliable transportation, Transciency and homelessness are common.
- We use three categories to explain absences: discretion, aversion, and barriers.

1. With discretion, parents and students don't understand how much attendance matters; the school lacks a strong culture of attendance; or students simply have something else they would rather do.

2. In the area of aversion, a child could be struggling academically dealing with some form of anxiety.

3. Barriers indicate that students lack access to healthcare; have no safe path to school; lack effective transportation options; face family responsibilities, housing instability, a need to work, or are part of the juvenile justice system. Clearly, within each category of absenteeism, LAHS is confronting serious problems but ones that can be mitigated, if not solved.

Suspension: N/A

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

Attendance: N/A

Suspension: Goal to reduce days lost to suspension is not being addressed, due to the fact that the school did not have any instructional days lost due to suspension, except for the suspensions required for mandatory recommendation for expulsion process procedure. Suspension due to mandatory recommendation for expulsion cannot be replaced by any alternative measure for suspension.

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

Attendance: N/A

Suspension:Last year's objective was reached by implementing the alternative measures to student suspension, i.e., Saturday Detention, After School Detention, Restorative Justice, teen court, and mandatory counseling sessions

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

N/A

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

LA High's measurable objective is to increase students' with 96% and above attendance by 3% to meet the District goal of 73% . Currently, we are at 70% of students at 96% or above attendance.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Through one-on-one counseling (every quarter) group sessions and school-wide assemblies, administration, counselors and faculty will deliver guidance lessons to address student attitudes, understanding of self and others, personal health and safety, communication skills, peer relationships, goal-setting/decision-making, conflict resolution, career awareness, college preparation, and post-secondary planning. There will be regular award assemblies for academics, citizenship, and attendance,	08/14/2017 06/08/2018	Administrative team, dean, counselors and selected faculty members will plan, coordinate and conduct the events and counseling sessions. Effectiveness will be measured by the referrals from the classroom teachers and the number of suspensions and by regular, quarterly individual meetings of students with their counselors.
To support the social and emotional development of LAHS students and staff, the nurse will conduct the following: -Provide faculty Professional Development after the regular school day (Prof Dev Tchr X Time 128 hrs @ \$77.90 = \$10,000) on the link between implementing healthier lifestyles and higher attendance rates. contribute to higher attendance rates. -Work with specific faculty to identify students who are at risk of habitual truancy or emotional distress in order to refer students to the proper professionals within and beyond the school.	08/14/2017 06/08/2018	The school nurse and the psychological social worker will plan coordinate and conduct the professional development sessions. The measure of effectiveness will be determined by the attendance rate.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10375 - PROF DEV TCHR X-TIME (6 Hrs / 5 Days)	10375	10,000		100

Focus Area: Social / Emotional Interventions

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Many absences may be due to challenges that students may face as a result of low social emotional support, lack of access to healthcare, unreliable transportation as well as transitory living patterns and/or homelessness. In order to improve the Advance/ Proficient Attendance rate from 70% to 74%, the PSA (Pupil Services and Attendance) Counselor will: -Use positive reinforcement in the form of acknowledging students with certificates, monthly incentives, and award assemblies. -Conduct educational or counseling groups for parents, -Participate in the Student Attendance Review Team and provide consultative and technical support with child welfare issues such as enrollment, residency, permits and custody. -Conduct home visits when necessary to at risk students with attendance probl	08/14/2017 06/08/2017	Administrative team, PSA counselor, At-risk counselor, and selected faculty will plan, coordinate and conduct the events. Effectiveness will be measured by the student attendance rate and the truancy rate data from MISIS, and Mydata and by results of student and family surveys on effectiveness of programs.

Budget

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	12103	54,650		100

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Continue to provide workshops for parents by the counseling staff to support students' social and emotional growth. Invite speakers to address these needs as well including Growth Mindset and time management/organizational skills.	08/15/2017 06/08/2018	Effectiveness will be measured by student referral rates and work habits/cooperation grades on the 5, 10, 15 and 20 grading periods. Dean, counselors, coordinators, and administration will monitor.

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

n/a

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

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

Los Angeles Unified School District

2017-2018 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:

- 10183 (TSP School Allocation)
- 10397 (TSP Per Pupil School Allocation)
- 10400 (TSP Supplemental & Concentration Grant)
- 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
LOS ANGELES SH (1873601)	W	YOON-FONTAMILLAS, HELENA

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,243	87.00	22.00	2.00	10183 \$ 355,905 10397 \$ 0 10400 \$ 645,798 10405 \$ 10,347 Total \$ 1,012,050

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

NOTE: Affiliated Charter schools are not required to complete this 2017-2018 School-level Plan for Use of TSP Program Funds.

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 	0	Targeted group include Low Income, EL, RFEP and Foster Youth	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 79% • Percentage of high school students on track for A-G with a “C”: 50%

Counselors meet with students to provide individual counseling related to academics, career, and personal goals. They provide socio-emotional support as needed for individual students. Counselors monitor the academic progress of students during every grading period and recommend academic intervention for students who are struggling. They hold meetings with each student to review graduation requirements and complete the Individual Graduation Plan. They collaborate with the PSA counselors, the Psychiatric Social Worker, and the Healthy Start Coordinator to provide support for students who need additional counseling and/or guidance. The PSA counselors monitor students with chronic attendance issues as well as those who are off-track academically. They also make home-visits for the chronically absent student and make referrals to alternative settings for students who are far behind academically.

All counselors provide workshops and meetings for parents. Topics include: graduation requirements, attendance, and college entrance requirements. Group counseling is also provided for students by counselors during lunch. The college counselor provides workshops for students and plans the college fair, which is held each semester.

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>SBAC ELA rates for proficiency and above: *EO - 25% , LEP - 4%, IFEP - 83%, RFEP - 48%*Foster Youth:100% Did Not Meet *Low Income: 40% Met ELA/20% Met 13% reclassified; 51% met growth targets; 24% CELDT proficiency; Based on the data: Continue teacher assistants in the classroom providing direct services to English Learners for both designated and integrated ELD. English Learner designee to monitor students' progress towards proficiency in English as well as academic progress of newly reclassified. Additionally, micro-computer support provides direct support to students in computer labs and for teachers in ensuring student success.</p>	<p>0</p>	<p>Targeted group include Low Income, EL, RFEP and Foster Youth</p>	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Based on student demographics and their specific needs, a Pupil Services and Attendance (PSA) Counselor will be needed to provide direct services listed below that increase student attendance.</p> <p>This year there have been various school wide incentives on a monthly basis as well as celebrations of the 25th days of school. There has been award ceremony for fall perfect attendance. Also there has been parent workshops to address attendance policies and concerns. Truancy letters have been mailed out to students with high number of unexcused absences as well as home visits and phone calls home to address chronic absences. There have been family meetings in order to address barriers causing some student to not attend school. We will continue the stated efforts to provide services to low-income, EL, RFEPs and foster youth as well their families to address the District goal of 100% Attendance.</p>	<p>0</p>	<p>Low income, EL/RFEP, and Foster Youth.</p>	<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%
<p>Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey</p> <p>Our response on the SES tripled from 119 responses to 403 responses this year. Parent responses are overall positive, but we must increase parent outreach by maintaining our community representatives and the critical role they play in increasing parental involvement.</p>	<p>0</p>	<p>Low income, EL/RFEP, and Foster Youth.</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p> <ul style="list-style-type: none"> • Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%

<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Campus aides providing a safe school environment fostering the expected student behavior.</p> <p>Student behavior monitoring through SSPT, counselors and coordinators of specific programs such as EL and SPED.</p>	<p>0</p>	<p>Low income, EL/RFEP, and foster youth</p>	<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount	CE-NTLB-T1-Targeted (70S46) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10375 10375 - PROF DEV TCHR X-TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 10,000	0.00 0	0.00 0	0.00 0	0.00 10,000
10376 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 15,000	0.00 0	0.00 0	0.00 0	0.00 15,000
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	4.00 73,820	0.00 0	0.00 0	0.00 0	4.00 73,820
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	2.00 127,932	0.00 0	0.00 0	0.00 0	2.00 127,932
11681 11681 - CRD DIF CAT PRG ADV	<input checked="" type="checkbox"/>	190004	0.00 637	0.00 0	0.00 0	0.00 0	0.00 637
117360 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 68,638	0.00 0	0.00 0	0.00 0	1.00 68,638
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00 2,122	0.00 0	0.00 0	0.00 0	0.00 2,122
12103 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	<input type="checkbox"/>	120021	0.00 54,650	0.00 0	0.00 0	0.00 0	0.00 54,650
14496 14496 - INTRVN/PREV SUP COOR (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	2.00 150,622	0.00 0	0.00 0	0.00 0	2.00 150,622
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 17,022	0.00 0	0.00 10,880	0.00 0	0.00 27,902
25690 25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)	<input type="checkbox"/>	240001	1.00 35,367	0.00 0	0.00 0	0.00 0	1.00 35,367
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	340101	0.00 34,155	0.00 0	0.00 0	0.00 0	0.00 34,155
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	370101	0.00 11,710	0.00 0	0.00 0	0.00 0	0.00 11,710

LOS ANGELES SH (1873601)

30167	<input type="checkbox"/>	340201	0.00	-11,095	0.00	0	0.00	0	0.00	0	0.00	-11,095
30167 - HEALTH WELFARE CLASS												
30168	<input type="checkbox"/>	370201	0.00	-4,064	0.00	0	0.00	0	0.00	0	0.00	-4,064
30168 - RETIREE BNFTS CLASS												
30169	<input type="checkbox"/>	375201	0.00	-1,616	0.00	0	0.00	0	0.00	0	0.00	-1,616
30169 - OPEB CLASS												
30170	<input type="checkbox"/>	375101	0.00	2,928	0.00	0	0.00	0	0.00	0	0.00	2,928
30170 - OPEB CERT												
30210	<input type="checkbox"/>	340101	0.00	15,300	0.00	0	0.00	0	0.00	0	0.00	15,300
30210 - TA HEALTH&MEDBENEFIT												
50003	<input checked="" type="checkbox"/>	580002	0.00	4,298	0.00	0	0.00	0	0.00	0	0.00	4,298
50003 - OTH NON INSTRL CONT												
50147	<input checked="" type="checkbox"/>	560006	0.00	3,750	0.00	0	0.00	0	0.00	0	0.00	3,750
50147 - MAINTENANCE OF EQUIP												
50174	<input type="checkbox"/>	580012	0.00	7,901	0.00	0	0.00	0	0.00	0	0.00	7,901
50174 - CURRICULAR TRIPS												
40239	<input type="checkbox"/>		0.00	6,254	0.00	0	0.00	110	0.00	0	0.00	6,364
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			10.0 0	625,331	0.00	0	0.00	10,990	0.00	0	10.00	636,321

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**