

Los Angeles Unified School District
School Plan for Student Achievement

2019-2020

Implementation

POLYTECHNIC SH (1863601)



Superintendent
Austin Beutner

Board Members

Dr. George McKenna III
Mónica Garcia
Scott M. Schmerelson
Nick Melvoin
Jackie Goldberg
Kelly Gonez
Dr. Richard A. Vladovic

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SCHOOL IDENTIFICATION

School Name: POLYTECHNIC SH (1863601)

Local District: NE

CDS Code	County		District					School						
		1	9	6	4	7	3	3	1	9	3	2	9	8

For additional information on our school programs contact the following:

Principal: VAZQUEZ, ELIDIA

E-mail address: evazq1@lausd.net

SPSA Designee: PLEITEZ, YESENIA

Position: ADVSR, CTEGORCL PGM

E-mail address: ypleitez@lausd.net

School Address: 12431 ROSCOE BLVD, SUN VALLEY, CA 91352

School Telephone Number: 8183943600

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

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

MICHELLE BARKER



06/24/2019

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

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

Local District Superintendent or designee	MICHELLE BARKER <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>06/24/2019</u> <i>Signed Date</i>	
Local District EL Compliance Coordinator	ALICIA BERNAL <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/23/2019</u> <i>Signed Date</i>
Local District PACE Administrator	PATRIZIA PUCCIO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/21/2019</u> <i>Signed Date</i>
Local District Title I Coordinator	SUE FLORINDEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>08/15/2019</u> <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 *School Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/05/2019	Sandra Martinez

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:

04/02/2019

School plan approval appears in SSC Minutes.

Date

Attested:

Ana De Jesus



04/02/2019

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date



04/02/2019

Typed name of school principal

E-Signature of School principal

Date

2019-2020 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	1,661,835	248,710	
<input type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	24,871	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	
Total amount of categorical funds allocated to this school:	Amount: \$			1,686,706

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Allocation

District Mission Statement

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

Local Educational Agency (LEA) Plan Goals

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

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

- Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects
- Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

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

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

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

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

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

2016-17 District Professional Development Priorities:

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

District Core Program for All Students:

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

Curriculum focus-2016/2017

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

Instructional focus-2016/2017

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

Assessment focus-2016/2017

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

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

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

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

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

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

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

John H. Francis Polytechnic High School will provide a personalized educational experience that supports each student to achieve college and career readiness upon graduation.

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?)

John H. Francis Polytechnic High School will:

- Maintain high expectations and provide rigorous, standards-based, and real world learning opportunities for all students.
- Provide a safe, personalized, and small-school learning environment for all students.
- Foster a culture, which builds the capacity of faculty and staff to serve all students.
- Provide community-based resources to students and parents with the objective of mitigating obstacles to student learning.
- Create a culture where stakeholders are empowered and actively engaged to affect change within the school and community.

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/
Polytechnic High School serves a predominately Hispanic student population and has reflected this percentage for more than two decades. Categorical percentages of other ethnicity have seen no deviation of more than 8%.
2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):
High School grades 9 through 12 Grade 9 744 Grade 10 716 Grade 11 643 Grade 12 703
3. Indicate student enrollment figures:
Total school enrollment is 2766
4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):
92.4% are consider sociallyeconomically disadvantage.
5. Identify language, racial and ethnic make-up of the student body:

Black or African American 1.1%
American Indian or Alaska Native 0.1%
Asian 2%
Filipino 2.7%
Hispanic or Latino 90.6%
Native Hawaiian or Pacific Islander 0.2%
White 3%
Two or More Races 0.3%
Socioeconomically Disadvantaged 92.4%
English Learners 13.7%
Students with Disabilities 13.4%
Foster Youth 0.3%
Homeless 3.4%

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:

Communication to parents is done mainly in English and Spanish, and exchanged via mail, website, newsletter and conferences connect and personalize messages.

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

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

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP) |
| <input type="checkbox"/> | Title I Targeted Assistance School (TAS) |
| <input type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input type="checkbox"/> | Extended School-Based Management Model (ESBMM) |
| <input type="checkbox"/> | Local Initiative School (LIS) |
| <input checked="" 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"/> | Professional Learning Community (PLC) |
| <input checked="" type="checkbox"/> | Small Learning Community (SLC) |

Other important characteristics of the school:

The dedicated and diverse Polytechnic faculty includes 35% Hispanic, 44% White, 7% Asian, 6% Black, and 4% 'other' with 4% declining to state ethnicity. Comprised of 143 members speaking more than 10 languages with 21 Nationally Board Certified and 8 actively pursuing certification, 75 Masters degrees, 8 Juris Doctorates, and over 2000, yes, 2000 collective years of teaching experience, needless to say, our Poly faculty sees the value in education, and encourages our students to join us in our pursuit of academic excellence.

LAUSD School Review Process Recommendations

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

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

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

1. Critical Learner Need #1: Develop and implement a comprehensive plan to address students who are struggling academically in a class, or subject, or for students at high risk for dropping out due to credit deficiency.

Critical Learner Need #1 is aligned to Poly's Lifelong Learner ESLR criteria to:

- Persevere in problem solving.
- Are able to change perspectives, generate alternatives, and consider options.
- Set high standards and engage in continuous improvement.
- Access and apply knowledge.

The mission, vision, and ESLRs state a goal to help all students. Although over the past few years, we have significantly decreased the percentage of students scoring at the Far Below Basic and Below Basic Performance Bands, we have struggled to find comprehensive supports for students struggling in all grades and programs. Teachers collaborated, developed mini-lessons, and reviewed formative assessment data to help students that score in the basic range. The SAS (formally Advantage Plus) program and concurrent college enrollment targeted high performing students and gave them greater educational opportunities. Aligned to our Vision, Mission, and ESLRs, Poly is focused on creating systemic strategies to help struggling students.

2. Critical Learner Need #2: Restructure upper grade SLCs to provide more individualized support to increase the percentage of students successfully matriculating into college or career pathways.

Critical Learner Need #2 is aligned to Poly's Mission to provide a safe, personalized, and small school learning environment for all students. It is from the Mission Statement that it becomes clear that our upper-grade SLCs are not presently providing appropriate individualized support. Our ESLRs now also embed the CCSS and 21st Century Skills. Creating an infrastructure of support for 11th and 12th grade students and teachers will facilitate teacher collaboration. Within this educational context, our teachers and counselors will be able to provide students more real world learning opportunities to address career pathways and workforce skill development.

John H. Francis Polytechnic High School ~ Focus on Learning

3. Critical Learner Need #3: Utilize every avenue possible, including concurrent college enrollment, AP exam passage, and increased rigor in the classroom, to substantially increase college and career readiness rates for Poly students.

Aligned to the Poly High School vision, college readiness is one of the fundamental goals of attaining a degree at Poly High School. Research indicates that students that matriculate to two year or four year postsecondary institution, but need to take remedial math or English courses, are much more likely to drop out. Preparation of our students for postsecondary opportunities then creates the foundation of what issues we need to address for our students during the next six years.

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Critical Learner Need #1 is aligned to Poly's Lifelong Learner ESLR criteria to:

- Persevere in problem solving.
- Are able to change perspectives, generate alternatives, and consider options.
- Set high standards and engage in continuous improvement.
- Access and apply knowledge.

The mission, vision, and ESLRs state a goal to help all students. Although over the past few years, we have significantly decreased the percentage of students scoring at the Far Below Basic and Below Basic Performance Bands, we have struggled to find comprehensive supports for students struggling in all grades and programs. Teachers collaborated, developed mini-lessons, and reviewed formative assessment data to help students that score in the basic range. The SAS (formally Advantage Plus) program and concurrent college enrollment targeted high performing students and gave them greater educational opportunities. Aligned to our Vision, Mission, and ESLRs, Poly is focused on creating systemic strategies to help struggling students.

2. Critical Learner Need #2: Restructure upper grade SLCs to provide more individualized support to increase the percentage of students successfully matriculating into college or career pathways.

Critical Learner Need #2 is aligned to Poly's Mission to provide a safe, personalized, and small school learning environment for all students. It is from the Mission Statement that it becomes clear that our upper-grade SLCs are not presently providing appropriate individualized support. Our ESLRs now also embed the CCSS and 21st Century Skills. Creating an infrastructure of support for 11th and 12th grade students and teachers will facilitate teacher collaboration. Within this educational context, our teachers and counselors will be able to provide students more real world learning opportunities to address career pathways and workforce skill development.

John H. Francis Polytechnic High School ~ Focus on Learning

3. Critical Learner Need #3: Utilize every avenue possible, including concurrent college enrollment, AP exam passage, and increased rigor in the classroom, to substantially increase college and career readiness rates for Poly students.

Aligned to the Poly High School vision, college readiness is one of the fundamental goals of attaining a degree at Poly High School. Research indicates that students that matriculate to two year or four year post secondary institution, but need to take remedial math or English courses, are much more likely to drop out. Preparation of our students for post secondary opportunities then creates the foundation of what issues we need to address for our students during the next six years.

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> Departments	Departments looked at their data, school goals, determine the key findings and established areas of priority for their subject to support students needs. Recommendations were made base on what their area of focus will be.	04/02/2019, 03/19/2019
<input checked="" type="checkbox"/> School Site Council	School Site Council Meetings to review needs assessment base on California dashboard data, looked at areas of need to create school goals. There was a second meeting once allocations was announced to look at needs. The final meeting on 4/2/19 was to approve budget and school plan. There had been many discussions around data, goals, plan and needs to support our students.	01/31/2019, 03/05/2019, 02/21/2019, 03/21/2019, 04/02/2019
<input checked="" type="checkbox"/> English Learner Advisory Committee	ELAC Parent's review the data, looked at key findings and participated in needs assessment and finally as ELAC parents made recommendations based on the key findings to School Site Council.	03/21/2019, 02/20/2019, 03/06/2019
<input checked="" type="checkbox"/> Small Learning Community (SLC)	Small Learning Communities (SLC), review the data, created a needs assessment and made recommendations for school goals to align to the School plan to support all students.	03/26/2019

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

100% GRADUATION AND BEYOND

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

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

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

According to the California Dashboard Poly high School Graduation date is as follows:
 Graduated 88% of 659 students while maintain graduation rate with an increase of .8% from 2017-2018.
 English learner graduation rate was 58.1% from 124 students with an increase of 3.5% from 2017-2018.
 Students with disabilities graduation rate was 71.4% from 84 students with a small decrease of .2% from 2017-2018.

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

For our English Language Development the graduation rate is reflected base on the age the student when they register at our school and not the number of credits. For example if student was 17 he was register as class of 2019 but that student didn't the credits therefore that student will not graduate with class of 2019. This issues has been corrected and student now need to be enrolled base on credits and not age. This will help improve our ELD graduation rate. There is a problem with the sequence of the classes that ELD students must complete to graduate with their cohort and many times students follow behind in their core content classes such as English and don't meet requirements for graduation with cohort having to take an extra year to complete.
 Not all core subject teachers are implementing classroom instruction that aligns to Specially designed academic instruction in English (SDAIE) strategies which does not help our ELD and students with disabilities to meet their graduation requirements.

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

Poly is on track to meeting our graduation goal for this current year. The strategies that are contributing to this is our smaller class size that allows for students to have more individualized instruction. Our four by four schedule gives flexibility to allow our students to get extra support in areas such as math and English by enrolling them in a full year (4 quarters) of English and Math allowing students to meet the standard. Student have the availability to participate in intervention after school and Saturdays to receive tutoring in the core subjects in very small group setting to address specific students needs. Teachers are collaborating and sharing best practices, looking at data and assessment results.

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

n/a

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

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

By June 2020, the percentage of student with disabilities subgroup that are receiving a standard high school diploma will increase from 71.4% to 73.4% as measured on the 2020 California Dashboard.

By June 2020, the percentage of student in the subgroup of English Learners that are receiving a standard high school diploma will increase from 58.1% to 61.1% as measured on the 2020 California Dashboard.

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

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

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

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
Categorical Program Advisor will provide support in order to apply key strategies and promote effective learning to address the needs of English Learners and Student with disabilities and support the implementation of the Common core state standards. Conduct PD, Design lessons during or beyond the regular assignment, coordinate lesson studies and facilitate debrief sessions with staff as well as work with teachers to manage, interpret, use formative assessment data, examine student work and plan intervention. Coordinate Parent PD with community representatives to build parent capacity.				08/05/2019 06/05/2020 New	The school administration team will be responsible for the supervision and monitoring the implementation of PD for staff, intervention for students and support for teachers as well as evidence of parent building capacity workshops. The effectiveness will be measured base on result on the Smarter Balance Assessments, Graduation rate, Student Meeting Grade level, and School Report Card results.			
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	30057531	N/A	117361	122,487	1.00	100

Focus Area: Effective Classroom Instruction *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
One class size reduction teacher (CSR) in Social Studies and 2 in Science. The lower class size teachers will support our English Learner and Students with disabilities by personalizing their learning environment. As well as support student proficiency in science and social studies to meet their A-G and be college ready upon graduation.	08/05/2019 05/29/2020 New	The CPA and administration will observe and monitor the implementation of differentiated and more personalize instruction in the classroom that support all students learning. The effectiveness of the smaller class size teacher will be measure base on students grades, formative assessment results, attendance, and participation from students.
One teacher assistants w/benefits to provide our students with additional support in the core content areas, provide primary language support, reinforcement of the standards base lessons, and work with small groups of students to support comprehension of science and history. Teachers assistant will be under the direct supervision of a highly qualified teacher.	08/05/2019 05/29/2020 New	he CPA and administration will observe and monitor the incorporation of the teacher assistant in the classroom to benefit students understanding of the instruction. Work with teacher to utilize the assistant to support small group instruction and personalize instruction and personalize instruction in the classroom that support all students learning. The effectiveness of the Teacher assistant will be measure base on students grades, and participation in classroom.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	4,488		100
CE-ESSA T1 Schools(7S046)	1000	13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	30413357	N/A	13579	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	30402081	N/A	13643	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	30390974	N/A	13579	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30053908	N/A	10600	18,599	1.00	100
CE-ESSA T1 Schools(7S046)		30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	5,521	0.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher tutor x time to provide one hour of tutoring three days a week in English and Math after school in the School Library for all at risk students of not meeting standard. 3hours times 2 subjects for 29 weeks. for a total of 175 hours. The after school tutoring would allow for English learners and students with disabilities to have extra time after school to complete work and get support.	08/05/2019 06/05/2020 New	he CPA and administration will observe and monitor the participation of students to the tutoring program and how the support is being provide. The number of students attending the tutoring and how personalized is the support of the students. This will be measure base on the number of students who would not had passed the class or assessment without the extra support.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	14,875		100

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : 100% Graduation*
 *Required if any Focus Area above is addressed.

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To pay differential to a teacher to build parent capacity after regular work hours. Teacher will provide parents with workshops on Graduation requirements, college awareness and financial aid at least twice a year. Workshops will be offered both morning and evening to allow for more parent participation. Do personalized phone calls to invite the parents of English Learners and Students with disabilities. Teacher will also offer workshops for parents on Common Core Standards, SBAC, ELD, and data. The TSP will ensure parents receive SBAC assessment results and the parent center rep will work with the TSP advisor to provide information as necessary to build parent capacity.</p>	<p>08/05/2019 05/29/2020 New</p>	<p>The Categorical Program Advisor and the Administration will oversee and supervise the proper implementation of parent workshops that help to build parent capacity in areas such as college awareness, attendance, testing, data and common core standards. This would be evaluated by parent attendance participation, school experiences responses, and communication to parents.</p>
<p>The Parent Community Representative will work with the school leadership team and LDNE support staff to provide parent workshops in foundational skills.</p>	<p>08/05/2019 05/29/2020 New</p>	<p>Parent workshop sign ins</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	10365 - TCHR PRNT ACT DIFF	N/A	N/A	10365	1,541		100

Los Angeles Unified School District
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ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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

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

Students average score was 5.6 points below standard based on 600 students tested with a decline of 24.7 points from previous year. Areas of focus for English are English Learners, Students with disabilities, and our Hispanic and socioeconomically disadvantaged groups. English Learners scored 132.4 points below standard with a decline of 47.4 points this is based on 111 students tested. Students with disabilities tested 140.7 points below standard with a decline of 34 points based on 67 students tested. The Hispanic students scored 10.9 points below standard with a decline of 27.2% points from previous year this is based on 540 students tested. The socioeconomically disadvantaged group scored 8.6 points below standard with a 25.1% decline based on 561 students tested.

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

Instruction in the classroom needs to be differentiated using SDAIE strategies that addresses the needs of English Learners, and students with disability. Teachers need time to plan curriculum by course

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

Poly is on track to meeting the measurable objective of increasing 5% in the meet or exceed score on the smarter balanced assessment by June 2019, because the school has placed a greater emphasis on teacher preparation through peer observation, sharing best practices, analyzing data and planning. School wide there is a great emphasis on differentiating instruction to meet the needs of all students. Teachers have been provided time to observe, and to plan. Department chairs have been meeting monthly to look at data and share strategies that can be implemented with their department. Students are all receiving a full year of English in grades 9-12 (4 quarters). Experienced teachers and novice teachers were moved around to spread the expertise and support.

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

N/A

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

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

By June 2020, students in grade 11 will increase the average distance from standard score as measured on the 2020 SBAC-ELA Assessment by 3.0 points from -5.6 to -2.6 points.

By June 2020, students in the subgroup of English learners will increase the average distance from standard score as measured on the 2020 SBAC-ELA Assessment by 3 points from -132.4 to -129.4 points.

By June 2020, students in the subgroup of students with disabilities will increase the average distance from standard score as measured on the 2020 SBAC-ELA Assessment by 3 points from -140.7 to -137.7 points.

By June 2020, students in the subgroup of Hispanic will increase the average distance from standard score as measured on the 2020 SBAC-ELA Assessment by 3 points from -10.9 to -7.9 points.

By June 2020, students in the subgroup of Socioeconomically disadvantaged will increase the average distance from standard score as measured on the 2020 SBAC-ELA Assessment by 3 points from -8.6 to -5.6 points.

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

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

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

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
To provide teachers with the opportunity to continue to collaborate outside the regular assignment on best practices, to share lessons, and plan curriculum together using differentiate instruction strategies to meet the needs of our English learners and students with disabilities. Provide continuous support for teachers to implement SDAIE strategies in their classroom such as: Think pair share, Anticipatory Guide, Grouping, Direct reading, Quick writes, Graphic Organizers, Constructive Conversations and expand students academic vocabulary, ETC.					08/05/2019 06/02/2020	Participation, evaluations, observations and sample lessons.			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
CE-ESSA T1 Schools(7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	19,125		100	

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

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
3 Class size reduction teacher(s) w/ benefited absences. in ELA to support a more personalize learning environment for students. To continue using Spring Board Curriculum with support from in house staff training. Work with the entire staff on Spring Board Strategies through Professional Development during school, after school, and on Saturdays with the goal to differentiate support for student needs including: Graphic organizers, Academic Vocabulary, constructive conversations.					08/09/2019 06/30/2020	Student Passing rate, graduation rate, and SBAC results.Administrators and Principal.			
2 Teacher Assistant w/benefits to provide students with additional support in the English Classes reinforcing the standard base lesson, and work with smaller group of students to focus on improving their literacy, and writing skills. Under the supervision of a highly qualified teacher.					08/09/2019 06/30/2020	Number of students meeting the ELA Standard. Title I Coordinator, Administrators, and Principal.			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
CE-ESSA T1 Schools(7S046)	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30056018	N/A	13641	117,632	1.00	100	
CE-ESSA T1 Schools(7S046)	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30402456	N/A	13641	117,632	1.00	100	

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30427243	N/A	13641	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	4,488		100
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30326978	N/A	10600	18,599	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30055004	N/A	10600	18,599	1.00	100
CE-ESSA T1 Schools(7S046)		30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	11,042	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to provide an effective and meaningful instructional program, • Teachers will implement the strategies learned from professional development opportunities • Teachers will continue to collaborate around the implementation of Springboard curriculum and assessment. Teachers will Differentiate instruction to support our English Learners, and students with disabilities.	08/05/2019 06/05/2020	Observations and evaluation forms Reclassification rate for English Learners Title I Coordinator

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teaching parents the importance of reading: Hosting a Parent Reading Club that meets weekly to read books that students are also reading in their classes: books such as Enrique's Journey, Anne Frank, A Child Named It, House on Mango Street, and The Alchemist. The purpose to teach reading, academic vocabulary and make it relevant to what students are learning. Helping parents to relate to student and allow for an academic discussion at home with their student.	08/05/2019 06/05/2020	Attendance Roster/parent participation; Sign In Sheets; Evaluation; Feed back forms; and School Experience survey Title I Coordinator

Budget								
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Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	1,187	0.00	100

**Los Angeles Unified School District
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ACADEMIC GOAL — MATHEMATICS

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

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

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

Students average scored was 65.1 points below standard on the Smarter Balance Assessment based on 606 students tested with a declined of 16.4% English Learners subgroup score was 180.3 points below standard with a declined of 44.1 points base on 114 students tested. Students with disabilities subgroup score was 195.7 points below standard with a declined of 41.7 points base on 71 students tested. Hispanic students average score was 73.4 points below standard with a decline of 20.3 points base on 543 students tested. Socioeconomically disadvantaged students scored 68.1 points below standard with a declined of 18 points from 567 students tested.

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

Students need more exposure to math on devices because it is not the same to test on paper then on devices. Teachers need time to plan curriculum that is technology base to provide exposure to students.

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

The funding for Class Size reduction teachers, auxiliary classes, and tutoring x time all help with this objective. The Class size reduction teachers allows for math classes in grades 9th-11th to be smaller. Math auxiliary classes in the spring semester allow us to reteaches math concepts to struggling students to get them prepare to meet the math standard. The math tutoring hours for teachers to support students during the regular school year with concepts, homework and assessment questions.

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

N/A

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required**State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.**

6. By June 2020, students in grade 11 will increase the average distance from standard score as measured on the 2020 SBAC-Math Assessment by 3.0 points from -65.1 to -62.1 points.

7. By June 2020, students in the subgroup of English learners will increase the average distance from standard score as measured on the 2020 SBAC-Math Assessment by 3 points from -180.3 to -177.3 points.

8. By June 2020, students in the subgroup of students with disabilities will increase the average distance from standard score as measured on the 2020 SBAC-Math Assessment by 3 points from -195.7 to -192.7 points.

9. By June 2020, students in the subgroup of Hispanic will increase the average distance from standard score as measured on the 2020 SBAC-Math Assessment by 3 points from -73.4 to -70.4 points.

10. By June 2020, students in the subgroup of Socioeconomically disadvantaged will increase the average distance from standard score as measured on the 2020 SBAC-ELA Assessment by 3 points from -68.1 to -65.1 points.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CPA will provide teachers and staff access to professional development to support and implement the Spring Board Curriculum and meet the Common Core Standards. Professional Development will elicit critical thinking and deeper understanding of content, allow for sharing of best practice strategies. Math Teachers will also continue to meet in grade level teams and course alike to discuss student data and lesson strategies. The Math department will work on differentiated instruction to support the English Learners and students with disabilities with the use of differentiated strategies and implementation of use of constructive conversations focused on academic vocabulary.	08/05/2019 06/30/2020	Base on Observations from classroom visits and evaluation of formative assessment data examine with the department. Title I Coordinator and Administrative Staff.

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

Focus Area: Effective Classroom Instruction *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Three Class-size reduction teacher(s) w/ benefited absences in Math in grade 9th and 10th will be purchased to support students not meeting grade level standard. Teachers will discuss formative assessment data and use such data as an instrument to measure student progress or knowledge of the standard. Based on the data teachers will re-teach using a different approach or strategy to help support English learners and student with disabilities.. Teachers will also review student work and share best practices and scoring will be calibrated.	08/05/2019 06/05/2020	Observation, Evaluations, Assessments, and Grade Level Standards met. Title I Coordinator and Administrative staff
Two Teacher Assistants w/benefits to provide our students with additional support in the core content areas, provide primary language support, reinforcement of the standards based lessons, and work with small groups of students to focus on improving their math literacy and writing skills. Under the supervision of a highly qualified teacher.	08/05/2019 06/05/2020	Number of students meeting the Math standard. Title I Coordinator, Administrators, and Principal. Evaluations Title I Coordinator

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30023684	N/A	13644	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30031184	N/A	13644	117,632	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30402454	N/A	13644	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	4,488		100
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30342511	N/A	10600	18,599	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30053864	N/A	10600	18,599	1.00	100
CE-ESSA T1 Schools(7S046)	0	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	11,042	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
9th and 10th grade teachers in math will continue to share their data, strategies and intervention at their department meetings. Math teachers will make recommendations to academic counselors for students needing additional intervention at the end of each quarter.	08/05/2019 06/05/2020	Attendance Roster, Grades: tutoring logs Title I Coordinator and Teacher

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
A Parent Community Representative to provide parents with technology workshops to help them support their students in the classroom. Teaching parent about Khan Academy and the support available online for their students. Getting them familiar with looking up resources, sending emails to teachers to request help, conferences and keep the line of communication open. Log in to LAUSD Parent Portal and use Schoology to get daily notifications. CPA will also assist in teaching parents about Teaching Parents about SBAC and Math Data to understand rigorous demands students have in their math classes.	08/05/2019 06/05/2020	Parent Participation Roster; Parent increase of Technology implementation report; and School Experience Title I coordinator

Budget								
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Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	27785 - COMMUNITY REP C (4 Hrs / 5 Days)	30456030	N/A	27785	16,908	1.00	100

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

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

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

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

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

English Language learners scored 209.9 points below standard in math with a 58.3 point decline compared to 42.4 points below standard for English only students who had an increase of 4 points. Reclassified English Learners scored 156.7 points below standard in math with a 35.8 point decline. According to the result from ELPAC only 7.8% of students are at a well developed English level based on 322 students tested. 28.9% of English learners are at a moderately developed level, 24.5% are at a somewhat developed level and 38.8 are at a beginning stage. English Language learners scored 183.1 points below standard in English SBAC with a decline of 53.6 points in comparison to English Only students who scored 17.4 points above standard . Reclassified English Learners scored 89.2 points below standard with 45.4 point declined.

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

No Constructive Conversations in core classes to support the use of Academic Vocabulary. Curriculum that implements the use of SDAI strategies to address the need of English language learners across all contents. ELD students need more support in their English language development. ELD students are receiving the same time for English development as an English only student. There needs to be extra time allotted to them to have more support in English.

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

N/A

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

Teachers in all core subjects are receiving professional development on the use of Specifically Designed Academic Instruction in English (SDAIE) strategies that can be used by regular classroom teacher to help scaffold and support all students. Teachers are given time to do classroom observations for best practice, they are also being provide time to meet with course alike teams to plan curriculum that embeds the SDAIE strategies into their daily lessons. School wide implementation of cooperative learning and not direct teaching to support all our English Language Learners.

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

State the School's Measurable Objective(s) for 2019-20 *Required

By June 2020, the percent of students reclassifying fluent English proficient will increase from 2% in 2019 to 5%.

The percent of students scoring well developed on the ELPAC will increase from 7.8% to 10.0%.by June 2020.

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

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

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

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

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
To support our English Learners the school wide professional development will be focus on differentiated instruction. This will help to focus on our English Learners (ELs) and Long Term English Learners (LTEs), to provide high quality professional development on ELD and Access to Core strategies across the content and grade levels. School wide implementation of Constructive Conversations to support the use of Academic Vocabulary. Teachers implementation of Differentiate instruction will support our students in the use academic language and more constructive conversations during their English Language Development time.					08/05/2019 06/05/2020	Evaluation and Observations of implementation in the classroom as well as student success in both of this areas. TSP Coordinator overseeing the ELD program and Administrative Staff			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

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

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
2 Teacher Assistant w/benefits to provide students with additional support in the ELD, and Core classes reinforcing the standard based lessons, and work with smaller group of students to focus on improving their literacy, and writing skills. TA's will provide primary language support where necessary under the supervision of a highly qualified teacher.					08/05/2019 06/05/2020	Number of students meeting the English Learners Standard. Base on Observation and Evaluations from Title I Coordinator, Administrator and principal			
Supplemental Instructional Materials; To purchase class set of TI 30 Calculators for Math Class to use with students.					08/12/2019 06/30/2020 New	Students meeting math standard, evaluations, and teacher			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30057235	N/A	10600	18,599	1.00	100	
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30051612	N/A	10600	18,599	1.00	100	
CE-ESSA T1 Schools(7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	3,186		100	

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	0	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	11,042	0.00	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 Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Work with KYDS to continue to offer support for English Learners with the Rosetta stone accounts. This allows students to continue to practice after school hours either at school or at home. English Learners counselor will monitor the students progress throughout the year, make phone calls and schedule parent conference to support students and keep them on track.	08/05/2019 06/05/2020	Phone call log; Sign ins from Parent; and Quarterly grades TSP Advisor

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CPA and TSP advisor will collaborate to hold workshops with parents of ELD and Long Term English learner students to discuss reclassification requirements, reclassification criteria and ELPAC awareness.	08/05/2019 06/05/2020	Parent workshop Sign-Ins, Reclassification rates, check out rate; graduation rate, number meeting grade level, and school experience survey Title I Coordinator

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

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

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

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

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

- 68% of the parents participated in the school experience survey.
- 90% of the school staff expects my child to graduate from high school.
- 89% of the school staff expects my child to attend college
- 80% of participating parents feel that the school keeps them inform of school activities and 91% feel that the communication is done in their language
- 87% of participating parents feel that teachers treat them with respect.
- 79% of participating parents feel that teachers take their concerns seriously and 83% of the teachers keep them inform with their child's progress.
- 65% of them don't feel encourage to participate, and don't know about volunteering opportunities.
- Of the 68% that responded to the survey only 70% attend the parent teacher conferences.
- Only 34% have visited the Parent Center and only 34% have been register for the Parent portal.
- 56% of participating parents feel that there is some kind of bullying in the school according to their children.

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

A bigger outreach need to be done to teach parents about the importance of registering for the Parent portal and learning to use the technology and staying inform about student progress, Parents workshops on use of email, how to access parent portal, and learning to navigate the website to seek the information. More Access to English and computer classes in the evening for working parents. Need to have more buy in from parents on the importance of truly forming a partnership with schools to really make a difference in their child's education. Personalized outreach to parents of student at risk to attend parent teacher conferences and get them register to use parent portal. A bigger push to make parent teacher conferences more of an informational night, have resources available in the school to support parent's needs. Have the parents' center staff be more actively involved during all grade level orientations to get parents familiar with parent center. College awareness workshops in the fall for 9th grade parents- to help them become familiar early on with graduation requirements and process to be college ready upon graduation. 12 grader parents will be invited to college night to provide parents information on the process of college applications and financial aid applications early on the school year so they have the information. College awareness in the spring for all grade levels as refreshers to keep up with information

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

n/a

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

The format of our parent teacher conference is been revise to make it a more of a resource fair for parents. With the use of parent portal and parents having access to the grades at home sometimes they don't feel the need to come to school unless there is other resources that can help their children's. Also working with teachers to do student led conferences, helping students to keep a work portfolios to show parents what they are working on. Provide parents personalized invitations to the conferences; as well as show casing students projects.

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

State the School's Measurable Objective(s) for 2019-20 *Required

To Increase parent participation in college awareness classes, and graduation requirements by At least 5% from our currently 20% by June 2020.

To Increase parent Participation to the parent Conferences from 30% to 35% by June 2020.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
A Parent Community Representative that can provide parents with workshops on importance of attendance and supporting our educational system. To build Parent capacity to feel comfortable to have more communication with the school regarding their child's progress.	08/05/2019 06/30/2020	Conference logs; workshop sign ins, parents register for parent portal Title I Coordinator
To provide parent workshop on parenting: The Parent Ed Agency Classes in the evening on the following topics •Adolescent Growth & Development • Self-Esteem • Communication •Family Roles and Support •Health & Fitness • Stress Management • Human Sexuality • Discipline and other topics of interest Many parents of English Learners are facing a disconnect with their children because of many years of separation and it is important to help them to have an understanding of the adolescent development and how they can build a relationship that can open the line of communication. ELD students many times don't feel supported and their behavior in the classroom is reflective of that. Working with the families of the student to bridge that gap will help the student perform better in school.	08/05/2019 06/30/2020	School experience survey and parent participation Community Rep, CPA and Administrator
CPA with Parent Community Reps will provide training to teachers quarterly on the following topics: Developing a welcoming environment in your classroom for parents and students, holding data conversations with parents, Developing a grade level or discipline-specific School Parent Compact, Student Led Conferencing, promoting and utilizing Parent Volunteers in the Classroom and School Activities.	08/05/2019 06/30/2020	Parent Attendance rosters, Parent involvement, volunteers Parent Community Rep, CPA and Administrator
Continue to work on increasing parent participation during Parent Conferences, changing the approach of providing information to parents with student led conferences. Provide training on student led conferences to teachers to encouraging more teachers to adopt the student led conferences. Using two or the four parent teacher conferences a community and parents resources fairs within the conferences to help parents with resources. Parents participation will be promoted through the support and services offered to parents on building parent capacity.	08/05/2019 06/30/2020	Parent Conference Roster sign in sheets Parent Community Reps, CPA and Administrators

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2100	27785 - COMMUNITY REP C (4 Hrs / 5 Days)	30456012	N/A	27785	16,908	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	3,000		100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The office technician will support and help increase parent participation in the workshops with personalized phone calls for events. Keep parents informed with communication from teachers, PSA, Title I coordinator in regards to their student progress and attendance. Office Technician will support the Title I office and out of classroom support personnel 100% funded with Title I; will perform a variety of duties including those associated with compliance requirements, such as the categorical equipment inventory, time reporting documentation, title I parent communications, school site council minutes and Title I student data files.	08/05/2019 06/05/2020	Attendance Rate, School Experience survey CPA, Community Reps, Administrators
A monthly letter will be mail home with information of important meetings such as Title I, School Site council, Coffee with the Principal, and Parent Teacher Conferences. With a copy of Parent Center Calendar of Activities.	08/05/2019 06/05/2020	School Experience survey, Parent participation and Signature roster to meetings CPA, Community Reps and Administrators

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2700	26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	30088379	N/A	26288	68,842	1.00	100

Los Angeles Unified School District
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100% ATTENDANCE, SUSPENSIONS, SCHOOL SAFETY, AND OTHER SUPPORTS

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

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

- There is less than 1% suspensions school wide but the two subgroups that have been most impacted are the homeless and special need students. The homeless saw an increase of .9% from previous year and special need students .7% as well from previous year. There is a total of 6 suspension year to date.
- Attendance suffered due to work stoppage. Currently we are at 26.2% with chronic attendance, 36% with proficient and 37% with basic attendance.
- School safety 75% of the parents who responded to the school experience survey feel that their child is safe in school and 90% state that school clearly communicates consequences of breaking rules.
- Of the parents that responded 56% feel that there are no bullying issues in the school and when there are 75% feel that reports of bullying are taken serious by the school.
- 66% of the students feel safe in the school grounds compare to 67% feeling safe around the school community base on their responses on the school experience survey.

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

One of the issues is our calendar. Our school calendar is starting a week before the other schools this is to help balance the fall quarters with the spring quarters for our 4x4 schedule. The late approval of the calendar affects parents that have already made summer plans. Parents with who have younger students that attend a different school. Doctor and dentist appointments that can not be schedule during weekends or after school hours.

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

n/a

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

The PSA and Attendance office staff is working on teachers taking accurate attendance; as well as reviewing daily attendance submitter and sending reminder, to avoid having incomplete attendance submittal. For staff principal is posting monthly attendance report to promote awareness and encourage staff from being unnecessarily absent. For students there are incentives to encourage good attendance and encouraging students to clear absences. Small learning community office staff is working on daily calls to parents for absent students. Grades 11 and 12th have attendance contracts tied to school activities. Parent Center is working on making sure parents are aware of the school calendar and how it differs from other schools. For the chronic absenteeism, the top students in that group were assigned to administrators, 3 per administrator to do weekly follow ups with student, motivating and encouraging them. PSA counselor and interns are working hard with the students who have attendance issues, by calling home, and scheduling conferences with parents, doing SARB intervention. In addition Pupil Service and Attendance Counselor also work with students who have attendance issues due to housing, transportation, health and other social emotional complications.

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

n/a

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

To reduce the chronic absenteeism by 4% from our currently 13% to meet the district goal of 9% by June 2020.

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

Focus Area: Lesson Planning, Data Analysis, and Professional Development 100% Attendance

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
Psychiatrist Social Worker, PSA, Academic Counselors, and School Psychologist will all collaborate to reduce student's mental health barriers to improve overall school & social functioning. PSA will hold once per year an Attendance Improvement Assembly and invite the parents and students that have less than 91% attendance. Chronic absentee students will be group and assigned to an administrator to monitor close and provide additional support if needed to improve attendance and school performance.					08/05/2019 06/05/2020	Student Participation and Parent Participation rates Title I Coordinator and Administrative Staff			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

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

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
PSA Counselor will perform supplemental service including development and monitoring of student attendance plans, parent education workshops and referrals to community services. <ul style="list-style-type: none"> • Conduct parent workshops and home visits during or beyond the school day • Coordinate incentive program- 10,20,30,40 days of perfect attendance • Provide individual or group counseling during and beyond the school day • Refer families to community resources 					08/05/2019 06/05/2020	Attendance Rate Title I Coordinator, Administrators staff and Principal			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
CE-ESSA T1 Schools(7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 0.5 Day)	N/A	N/A	12103	127,555	0.00	100	

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Clerical x time - to call parents on Saturday or evenings after regular business hours to invite them to attend parent workshops. To invite to special events for intervention or parent conferences.	08/05/2019 06/05/2020	Title I Coordinator
Parenting the Adolescent - Workshops offered to parents throughout the year to help support communication. Preventive strategies to avoid students missing school, dropping classes, or engaging in other harmful behavior - Class offered by school Psychiatrist social worker, Pupil Services and Attendance as well as school psychologist.	08/05/2019 06/05/2020 New	Parent Participation logs Workshop sign ins
The Principal will give a monthly attendance report during coffee with the principal to give an ongoing data update on the importance of school attendance from the prior month, current month comparisons from last year etc.	08/05/2019 06/05/2020 New	Coffee with the principal agenda, sign ins and invitation flyers.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2700	21468 - CLERICAL X-TIME	N/A	N/A	21468	450		100

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).

2017 the percentage of Polytechnic students enrolled in one or more AP classes was maintained at 26% from previous year. This was possible in response to the increased number of courses offered and the increased number of sections available to students. We've invested in a College Board aligned instructional program with Pre-AP SpringBoard curriculum in English and math and a large expansion of AP classes including STEM AP classes rarely offered at schoolwide Title I program schools. Within the SAS program, we also offer a STEM-focused pathway for interested students. The introduction of STEM (Science, Technology, Engineering, and Math) courses and career opportunities begins for Poly students during the summer just prior to entry into 9th Grade. Throughout their four years of high school, students participating in the STEM program are provided access to advanced courses in math and science and starting the 2017-18 schoolyear an engineering course was added to their options

Polytechnic's graduating class of 2017 included 610 graduates. Of those graduates, 92% participated in at least one CTE class during their years at Poly. Of those students, 62% completed a career pathway of their choosing and 13.1% completed two or more.

Students have the opportunity to participate in concurrent college enrollment. Poly has works side by side with Valley college to offer up to 10 college classes a year providing opportunities for our students.

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.).

Poly faculty work collaboratively in co-teaching assignments to address the needs of our students with identified learning disabilities as well as our EL population. In addition, there is ongoing professional development to facilitate the use of SDAIE strategies and methods to effectively scaffold learning to support our diverse student population. The success of this program is noted in increased student satisfaction with the level of learning, greater number of cohort graduates, and a rise in the number of students with final grades of "C" or higher. In addition, with the full inclusion of our SLD population into mainstream classrooms, we expect to see continued gains in Smarter Balanced scores of our special needs students as well.

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 process by which Poly High School involves all stake holders in the school wide plan is through informational meeting monthly with parents and with English Language Advisory Committee where data is share and analyze to determine areas of need. Base on the data we do needs assessment and make recommendations that are them presented to the School Site Council. The teachers are involve in a similar way, through data shared at department meeting which allows teachers to determine what our needs are and decide how we will address this needs. The individual department will come up with strategies to implement to address the needs. With collaboration from School Site Council members goals are determine to be include on the plan base on the recommendations. Our school site council includes parents, teachers, others staff and students.

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

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

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

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10365 10365 - TCHR PRNT ACT DIFF	<input type="checkbox"/>	110004	0.00 0	0.00 0	0.00 1,541	0.00 0	0.00 1,541
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 14,875	0.00 0	0.00 0	0.00 0	0.00 14,875
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	110002	0.00 13,464	0.00 0	0.00 0	0.00 0	0.00 13,464
10600 10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	7.00 130,193	0.00 0	0.00 0	0.00 0	7.00 130,193
117361 117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 122,487	0.00 0	0.00 0	0.00 0	1.00 122,487
12103 12103 - ITIN COUNS PSA C (8 Hrs / 0.5 Day)	<input type="checkbox"/>	120021	0.00 127,555	0.00 0	0.00 0	0.00 0	0.00 127,555
13579 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	2.00 235,264	0.00 0	0.00 0	0.00 0	2.00 235,264
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	3.00 352,896	0.00 0	0.00 0	0.00 0	3.00 352,896
13643 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	3.00 352,896	0.00 0	0.00 0	0.00 0	3.00 352,896
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	110004	0.00 19,125	0.00 0	0.00 0	0.00 0	0.00 19,125
21468 21468 - CLERICAL X-TIME	<input checked="" type="checkbox"/>	240004	0.00 0	0.00 0	0.00 450	0.00 0	0.00 450
26288 26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	<input checked="" type="checkbox"/>	240001	1.00 68,842	0.00 0	0.00 0	0.00 0	1.00 68,842

27785	<input type="checkbox"/>	290001	1.00	16,908	0.00	0	1.00	16,908	0.00	0	2.00	33,816
27785 - COMMUNITY REP C (4 Hrs / 5 Days)												
30210	<input type="checkbox"/>	340101	0.00	38,647	0.00	0	0.00	0	0.00	0	0.00	38,647
30210 - TA HEALTH&MEDBENEFIT												
40269	<input type="checkbox"/>	430010	0.00	3,186	0.00	0	0.00	1,187	0.00	0	0.00	4,373
40269 - SUPPLMTL INSTRL MAT												
50002	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	3,000	0.00	0	0.00	3,000
50002 - CONTR INSTRL SVC												
40239	<input type="checkbox"/>		0.00	47,865	0.00	0	0.00	1,776	0.00	0	0.00	49,641
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	9	0.00	0	0.00	9
PENDING DISTRIBUTION												
Total			19.00	1,661,835	1.00	0	0.00	24,871	0.00	0	20.00	1,686,706

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**