Los Angeles Unified School District

Single Plan for Student Achievement

2018-2019

Implementation
CRENSHAW MAG STEMM (1859601)

Superintendent
Austin Beutner

Board Members
Mónica Garcia, Board President
Dr. George McKenna III
Scott M. Schmerelson
Nick Melvoin
Dr. Ref Rodriguez
Kelly Gonez
Dr. Richard A. Vladovic

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SCHOOL IDENTIFICATION

School Name: CRENSHAW MAG STEMM (1859601)   Local District: W

CDS Code	**C**ounty		**D**istrict				**S**chool					
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For additional information on our school programs contact the following:

Principal: CORLEY, LENALDA R   E-mail address: lrc1720@lausd.net

SPSA Designee: STANTON, COURTNEY   Position: ASST PRIN, SECONDARY   E-mail address: cns6417@lausd.net

School Address: 5010 11TH AVE, LOS ANGELES, CA 90043   School Telephone Number: 3232907800

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

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

CARMINA NACORDA	☑	05/12/2018	*Please sign here*
Typed name of Local District Director	E-Signature of Local District Director	Date	

Please print this page and sign.

SPSA Review Tracker

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

Local District Director	CARMINA NACORDA	⚪ Revision Required	⚫ Approved	05/12/2018
	Typed Name			*Signed Date*
Local District EL Compliance Coordinator	ANN PRENTICE	⚪ Revision Required	⚫ Meets Federal Requirements ⚪ N/A	04/05/2018
	Typed Name			*Signed Date*
Local District PACE Administrator	TRACI CALHOUN	⚪ Revision Required	⚫ Meets Federal Requirements ⚪ N/A	04/12/2018
	Typed Name			*Signed Date*
Local District Title I Coordinator	CELINA REYNOSO	⚪ Revision Required	⚫ Meets Federal Requirements ⚪ N/A	05/21/2018
	Typed Name			*Signed Date*

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) ☐ ELAC has delegated authority to SSC ☐ Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/21/2018	Edwin Reyes	*Please sign here*

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:
School plan approval appears in SSC Minutes.

04/04/2018
Date

Attested:

Judith Kain Typed name of SSC chairperson	☑ E-Signature of SSC chairperson	04/04/2018 Date	*Please sign here*
CORLEY, LENALDA R Typed name of school principal	☑ E-Signature of School principal	04/04/2018 Date	*Please sign here*

Please print this page and sign.

2018-2019 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

☑ **Title I: Schoolwide Program (7S046)**   Amount: $ 450,906

   Purpose: To upgrade the entire educational program of the school.

☐ **Title I: Coll&Career Coach [Cent Funds] (7T124)**   Amount: $ 0

   Purpose: 7T124 IS REFERING HERE

☑ **Title I: Parent Involvement Allocation (7E046)**   Amount: $ 7,414

   Purpose: To promote family literacy, parenting skills, and parent involvement activities.

☑ **Title III: English Language Development (7T197)**   Amount: $ 0

   Purpose: 7T197

Total amount of categorical funds allocated to this school: $ 458,320

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.)

We will be recognized nationally as a model of collaboration among teachers, parents, administrators, and the community dedicated to maximizing the educational, social emotional development and civic engagement of its students.
To this end, we will:
• Have shared school leadership at all levels which stresses mutual accountability, supports high quality, standards-based instruction and ongoing professional development for all stake holder groups.
• Reinforce collaboration through vertical articulation and transition planning that ensures seamless pathways of success across the Crenshaw High School family of feeder elementary and middle schools.
• Foster a culture of family and community engagement through our Parent Center, community outreach, and partnerships that promote student well-being, supports high academic achievement, provide additional resources, and extended learning opportunities.

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?)

Our mission is to empower all students with the college and career ready skills necessary to become productive citizens of a global society.

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/
Crenshaw High School opened in February 1968, as a comprehensive high school serving grades ten through twelve in the Los Angeles Unified School District (LAUSD), the second largest school district in the nation. In 1992, Crenshaw High School expanded to serve ninth grade. Crenshaw is a full magnet high school serving 850 students. Economically, our school's community ranges from upper-middle class to lower middle class families with 93% of our students qualifying for free or reduced lunch. Our student body is 67% African American and 29% Latino. This is in stark contrast to the LAUSD which is 74% Latino and 8.8% African American. Crenshaw High School is one of two predominantly African American high schools in LAUSD. Socioeconomically Disadvantaged 87%, Students with disabilities 18%, English Learners 12%, Foster Youth 5%, Gifted and Talented 5%
2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):
Crenshaw is a wall to wall themed Magnet Comprehensive High School offering 4 grade levels: 9-12.   We currently have 220 9th graders, 192 10th graders, 203 11th graders, 219 12th graders. We provide full integration into the general education program for students who have IEPs and receive resource assistance in addition to offering an alternative curriculum for students who are moderate severe and severe
3. Indicate student enrollment figures:
Currently serves 768 Students of which 48.8% are female and 51.2% are male. 109 are English Learners, 144 students who receive Special Education services, 49% Female 51% Male, 167 9th, 215 10th, 202 11th, 184 12th,
4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

Crenshaw's Title I ranking is 90.71%; 674 students out of 743 students are Socioeconomically Disadvantaged.

5.   Identify language, racial and ethnic make-up of the student body:
Our student population consists of 518 African Americans, 232 Latinos, 8 White, and 3 Filipino. 73.6% of our population are English Only speakers and the remaining 14% are our English Learner population.

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:
Our data is presented in both English and Spanish during Parent Workshops, Back to School Night, Annual Title I meetings, School Site Council, ELAC, and Local School Leadership Council meetings and Breakfast with the Principal. Parents receive training on how to navigate the CA Dashboard, register on Passport and encourage completion of the School Experience Survey. Parents will continue to receive direct communication via mail of the data through Parent Workshops and School Experience Survey, reports of the CAASPP, ELCAP, and PSAT results sent directly to the home in the recorded Home Language.

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

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

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

Other important characteristics of the school:

We are a non-traditional Magnet School: 3 magnet programs within one school, were students enroll all year long.

IMPACT OF THE PREVIOUS YEAR'S SPSA
SPSA EVALUATION

Directions: Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation. The 2017-2018 SPSA Evaluation is due on or before October 31, 2018.

Optional: After indicating whether the school met the Measurable Objective(s) for each Goal, you may write comments in the textboxes below each Goal to clarify or discuss issues related to the Measurable Objective(s).

Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year in each of the following areas?

100% Graduation – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year?　　○ Yes　○ No　○ N/A

English Language Arts – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year?　　○ Yes　○ No　○ N/A

Mathematics – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year?　　○ Yes　○ No　○ N/A

English Learner Programs – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year?　　○ Yes　○ No　○ N/A

Culture and Climate Goal – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year?　　○ Yes　○ No　○ N/A

Social/Emotional Goal – Did the school meet all the School's Measurable Objective(s) in the 2017-2018 school year?　　○ Yes　○ No　○ N/A

LAUSD School Review Process Recommendations

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

School Improvement Grant (SIG) ☐

WASC Recommendations ☑   **WASC Accreditation Results:** __6__ years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:
Crenshaw is in the first year of a 6 year review process in terms of WASC. As a result of a 6-year accrediation will we continue to work on improving ourselves via the reccomendations left for us as begin the new cycle of learning. Our current plan includes the focus areas recommended by the visiting committee at our 6 year review. CRITICAL LEARNER NEEDS (2017-2018) Critical Learner Need #1 Use student data with fidelity to make well-informed instructional decisions which engage students in authentic, rigorous tasks focused on writing, reading, listening, and discussion to prepare them for college and career Criticial Learner Need #2 Integrating technology into the hands of our students where they have multiple opportunities to demonstrate mastery of content, and promotes students' self-discovery and love of learning beyond traditional metrics of achievement Critical learner Need #3 Develop a school culture that embraces and promotes parents as educational partners in student achievement through improved communication and targeted outreach centered around our student learner outcomes.

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
☑ Professional Learning Community (PLC)	Analyzed student data and identified needs. Departments were given the current single plan and asked to review per their department and give feedback on the goals and strategies to be implemented in addition to determining how our new allocation of funds could the support the plan.	02/14/2018, 02/15/2018
☑ School Site Council	Analyzed student data and identified needs. Discussed the current plan and strategies that could be implemented to support our a EL poplulation, Math student acheivement and student behavior and teacher support with our at risk population. SSC recommended to increased technology in hands of the students and determined the best use of the funds available due to the cut in funding. The commitee agreed on specific ways to address the plan and the budget.	02/28/2018, 03/21/2018, 04/04/2018
☑ Departments	Analyzed student data and identified needs. Faculty was engaged in a schoolwide Professional Development that focused on the Comprehensive Needs Assessment where staff (classified and certifcated) oul give feedback on the developement of the SPSA and budget.	03/13/2018
☑ English Learner Advisory Committee	Analyzed EL student data. Identified student needs and made recommendations to support students. Engaged in a Comprehensive Needs Assessment and gave feedback on SPSA and budget.	03/21/2018

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ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:
☐ CELDT
☐ School Report Card
☑ MyData
☑ Student Grades
☐ IEP Goals Data
☐ DIBELS Math
☐ DIBELS
☐ School Accountability Report Card (SARC)
☑ CA Dashboard
☐ Smarter Balanced Assessment Criteria (SBAC)
☐ Interim Comprehensive Assessment (ICA)
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Inventory (RI)
☐ N/A

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

Our four year cohort graduation rate continues to increase according to the annual School Report Card: SY 16-17 81% , and 77% in SY15-16 which is a 4% increase. Although we exceeded our goal for graduation rate and our graduation rate continues to increase, we found in our self-study process
thhat our 20 week reporting periods revealed students are not passing their A-G required courses with a "C" or higher the first time they enroll in the class. In addition to this data the EAP assessment revealed that only 5% of our current 12th graderrs SY 16-17 are prepared for college where as in SY 15-16, 6% of our students were ready..

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

The underlying issues concerning the proficiency of our students center around the number of students that come to Crenshaw deficient of grade level skills in both ELA and Math; 80% below grade level in math entering the 9th grade. In addition to the transiency rate of students enrolling and disenrolling throughout the school year. This factor is unique to Crenshaw as a magnet school where there is a deadline for registration for other magnet programs and we have to consistently enroll students in our SpEd program and EL program throughout the year. These underlying issues greatly impact the performance meter of our students and their ability to pass their A-G classes the first time. Our graduation rate increases because the district has invested resources to increase the number of students in a cohort graduating within four years but offering Credit Recovery opportunities throughout he school year.

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

We are on track in meeting our 2017-2018 measureable objective in increasing 6% of our students meeting A-G requirements with a C or better.
We implemented the following:
1. Early Monitoring
2. Counselors using naviance
3. Providing intervention during school day

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

We are not addressing this goal due to limited resources, our focus is in ELA and Math, Reclassificaiton rate and Chronic Absenteeism.

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

*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

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 : 100% Graduation* |

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

Budget

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

| Focus Area: | 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

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 if any Focus Area above is addressed.

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible**

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

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

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

Our CAASPP results show that 32% of our students met or exceeded the standards in 2016-17 SY, and 33% met or exceeded standards in th 2015-16 SY showing a 1% drop. We are monitoring the use of literacy strategies across all content areas specifically the use of Close Reading and writing across content areas. However, our SBAC results are the following: African American subgroup decreased 7% from 34% meeting and exceeding the standard to 28% meeting or exceeding the standard while our Hispanic students increasded by 10% from 34% in 2015-16 SY to 44% in 2016-17 meeting/or exceeding the standards. 44%, where our EL population increased by 6%.

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

The claims report shows that our students' greatest challenges in ELA are reading and writing. 43% of our students performed below standard in reading and 42% in writing. In contrast, our students' strongest skills were in the research and inquiry, where 16% performed above standard but a 4% drop from last years' 20%. Our students need more opportunities to write on demand usiing evidence to support thier positions via research and have increased opportunities to write after reading and discussing informational text as they gather ideas to develop a final product.

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

We failed to meet our objective due to a 1% drop in our data from last year which is not on track toward reaching our goal. We plan to continue with implementation of the school wide instructional strategies and an increase in informal observations with acitonable feedack to instructors that address literacy across content areas: Socratic Seminar/Philosophical Chairs, Cornell Note taking, and CLOSE Reading These research based instructional strategies have proven to assist students across the nation with literacy as well as provide every English Teacher a classroom set of Google Chromebooks to integrate technology in to their daily instruction and developing student's 21st century skills.

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

N/A

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

By the Spring of 2019 the number of students meeting or exceeding the standards in ELA SBAC will increase by 8% from 32% to 40% with a specific focus on writing, reading and student use of technology across the curriculum.

*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**
In order for Crenshaw to support students, especially our EOs, SELs, and ELs, in meeting/exceeding the standards, we will implement Common Core professional developments, utilizing a PD room to teach, share and develop instructional strategies designed to meet the needs of our students. Categorical Program Advisor (1 @ 115,775), ILT (Magnet Lead Teachers, Department Chairs & Out of Classroom personnel) will support training during and/or beyond the assignment. Teachers will attend professional development trainings during and/or beyond the regular assignment on: • Strategies designed to ensure that our students, on a daily basis READ, WRITE, DISCUSS, JUSTIFY & QUESTION towards content mastery while incorporating academic rigor. • Integrating technology across all content areas (WASC Recommendation) Teachers in each department will be provided the opportunities to collaborate during the Common Conference periods and beyond the regular assignment to: • Plan differentiated lessons •Integrated ELD instruction • Analyze student data and problem solve • Develop common assessments and implementation of the 5 week instructional cycles (WASC Recommendations) • Teachers will be afforded with additional time to accommodate students during the common conference period for each department to develop effective Professional Learning Communities (PLCs) (WASC recommendations) • Use of observation tool to align PD with classroom instruction and data used to inform teachers. Supplemental PD materials (duplicated) will be provided for teachers and teachers will duplicate lessons and assessments for the departments and students. Intervention materials and support for teachers and students wil be provided by the the CPA (Dif. @ 1,480)	08/13/2018 05/28/2019	Administrators will walk classrooms to assess the implementation of adopted instructional strategies/action steps. Furthermore, various data measures will be analyzed to assess the effectiveness of instructional approach Formative Assessments in ELA that demonstrates mastery and improvement of information text comprehension as well as research based learning activities Monitor documentation agendas and sing-in sheets, classroom observations for evidence of implementation, analysis of student data. Documentation and observe evidence of practice in classroom Principal, Admin. Team, CPA

Budget								
Funding Source	**SACS Function**	**Budget Description**	**Position No**	**Vendor**	**Budget Item No**	**Total Cost**	**FTE**	**Funding %**
CE-ESSA T1 Schools(7S046)	1000	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	30358742	N/A	117360	115,775	1.00	100
CE-ESSA T1 Schools(7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	1,480		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
Common school-wide strategies have been developed and implemented school-wide and across the curriculum to ensure horizontal alignment of common practices. For effective classroom instruction, teachers will implement the following practices: • • • • • READING-Close Reading, WRITING-Quick Write, Cornell Notes SPEAKING/LISTENING-Socratic Seminar, Fish Bowl, TIPS (Think Ink Pair Share) ACADEMIC VOCABULARY-Word Walls, Frayer Model. Follow a 5 week instructional cycle where students' knowledge is pre-assessed, content taught for 3 weeks and then re-assessed during the 4th week, teachers are expected to journal and reflect on their teaching practice and to look at student work to inform instruction during the fifth week and this data is used to also re-teach during the 5th week. The use of Common in each department, IBA's, SBAC, SRI, Achieve 3000 and Spring Board will be used to assess student performance. Students will use technology by having access to the computer labs, technology carts and use of educational applications for storage of documentation and communication from student to teacher. (WASC Recommendation)	08/14/2018 05/28/2019	Administrators will walk classrooms to assess the implementation of adopted instructional strategies/action steps. Furthermore, various data measures will be analyzed to assess the effectiveness of instructional approach Classroom observations and checklists, monitor through documentation and verifying connections to instructional program and implementation of common assessment that are data driven per department Administration will do walkthroughs to determine the implementation of the Language, Learning and Literacy Plan. In addition to making the Library more accessible to students. In addition to using data tools such as student visit, class visit Logs to the Library, plus workshops offered to inform and train students on the various resources available.
School Librarian will support the ELA teachers by providing Common Core aligned texts and research tools for our "at- risk" students to increase their access to informational texts and increase literacy. They will provide and deliver appropriate instruction and intervention for use of multi- media texts and to address the targeted needs of our at risk students of academic failure.	08/14/2018 06/07/2019 New	Admin Team will meet with Librarian to discuss activities and student services. Will monitor logs for data on how many students access library services and their impact to academic progress.
Students will be provided with Curricular trips that will expose them to real world experiences and a college going culture. Focus of curricular trips will allow teachers to enhance instruction that is tied to the ELA content standards. Curricular trips will support the core instructional program to fund buses for students, to supplement and bridge the gap between core curriculum and real life experiences and promote the linked learning framework. (Cal State Colleges, UCLA, USC, Museum of Tolerance, Getty Museum, Museum of History, Black College Expo.)	08/14/2018 05/28/2019 New	Coordinator and College Counselor will review requests for alignment to unit of study. Will review student work and grades for impact.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2420	109026 - TCHR S LIB C1T 27/11 (6 Hrs / 5 Days)	30444782	N/A	109026	58,119	1.00	50
CE-ESSA T1 Schools(7S046)	2420	14112 - DIFF, TCHR S LIB MED	N/A	N/A	14112	604		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
Intervention materials will be embedded in the common core standards and research based instructional program. Students will be provided with work-books, realia, manipulatives, computers, computer software Software License/Maintenance will provide students with web-based programs designed to give students targeted instruction based on their level of proficiency in grade level reading and writing skills	08/13/2018 06/07/2019	Monitor purchases, verifying appropriateness of purchases, and maintain contracts, monitor usage.

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 if any Focus Area above is addressed.*	*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
Community Rep will assist in the planning, organizing, and communication to parents for participation in the Parent Workshops aligned to the Common Core State Standards on the research-based instructional strategies used schoolwide that focus on improving achievement for our at risk students in ELA: • Writing using: Cornell Notes • Reading: Close Reading, Chunking the text, and Jigsaw, and annotating the text • Vocabulary building through Marzano et al. Vocabulary for the Common Core	08/13/2018 06/07/2019	Attendance Rosters, Parent Volunteers, Student Grades Principal, Intervention Coordinator, Parent.& Community 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
2018-2019 Single Plan for Student Achievement

ACADEMIC GOAL — MATHEMATICS

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

1. List key findings related to student proficiency in Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required
On the Smarter Balance Assessment only 2% of or students met or exceeded the standards for Mathematics. In our subgroups African American students are far behind the Hispanic students in that 43% of the Hispanic students met or exceeded the standards for math while 28% of the African American students met or exceed the standards.

2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required
The highest areas of need is in focus area Concepts and Procedures continues to be the most challenging area with 87% of our students not meeting the standard while 76% of our students struggle with problem solving. Some of the factors affecting our student performance is the lack of alignment between the math instruction and the Common Core Standards being assessed. Another barrier is the skill level that the students are entering high school with and the lack offunding to support continued intervention needed to provide students basic skills outside of the core curriculum.

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
We intend to implement a new technology program that will offer teachers professional development in innovative ways to engage students around applications that enhance math skills and provide frequent checks for understanding while simultaneously generating data. The common content areas in the math department (Algebra/Geometry) will implement a common curriculum and assessments that will yield data to strategically address the specific needs of our at risk students. Every Math will receive a classroom set of ipads to used on a daily basis to develop the 21st century technology skills of our students and to improve mastery of the content standards.

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

State the School's Measurable Objective(s) for 2018-19 *Required if this Goal is addressed.
By June of 2019 we will increase the percentage of students by 10% from 2% to 12% who meet and exceed the standards for the follwoing content areas; Algebra 1, Geometry and Algebra 2 as measured by the SBA results and IAB's.

*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**
Crenshaw has implemented Common Core professional developments, utilizing a PD room to teach, share and develop instructional strategies designed to meet the needs of our students. Per Common core, we have begun to implement this academic year strategies designed to ensure that our students, on a daily basis READ, WRITE, DISCUSS, JUSTIFY & QUESTION towards content mastery while incorporating academic rigor to assist our students in meeting proficiency goals particularly in the areas of Math. Teachers will continuously participate in PD and colloabrative planning and data anaylsis with a Math Instructional Coach, focusing on effective instruction and to address the analysis of data, differentiated instruction based on proficiency levels, best practices, teaching language throughout all content areas, effective practices for teaching in the block, increasing access and appropriate use and application of technology in all content areas, usage and collaborative planning time to improve lesson design and delivery in all content areas. Common Conference periods for teachers in each department for collaborative planning, data analysis, problem solving, and lesson planning. Teachers will be afforded with additional time to accommodate students during the common conference period for each department to develop effective Professional Learning Communities (PLCs). Categorical Program Advisor, Data Coordinator, Intervention Coordinator, all support and facilitate during PDs. Duplication of PD materials will be provided for teachers. Intervention materials will also be provided to support intervention services.	08/14/2018 06/10/2019	Classroom observations to ensure implementation of school wide instructional program Formative and Summative Assessments student work notebooks and report cards

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**
Students will be given access to one to one technology for personalized learning. The teachers will create learning stations into their classrooms where there will be small group intervention, technology station incorporating Kahoot, Open ED, IAB's and Khan Academy for intervention, Schoology for direct instruction, assessment and intervention. Supplmental Instructional Materials will be used to check for understanding and provide tools for students to solve problems and retain information; timers, graphing calculators, Graphing Cornell Note paper, large Post it paper	08/14/2018 06/10/2019	Monitor documentation agendas, and sign-in sheets, classroom observations for evidence of implementation, analysis of student data Principal, Admin. Team, and CPA

Budget

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

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

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible**
Teacher Assistants will help providing one-one one assistance to students under the direction and supervision of the certificated teacher providing struggling students on specific learning objectives and skills in addition to pull out sessions for review and checking for understanding on specific Math strands, as well as providing assistance to our EL students in their core content classes. SBAC , and /or students who are not on track to graduate due to credit deficiency.	08/14/2018 06/10/2019	Monitor documentation agendas, and sign-in sheets, classroom observations for evidence of implementation, analysis of student data, Principal, Admin. Team, and CPA

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 if any Focus Area above is addressed.**		*Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible**
Parent Workshops will be offered to parents to address the needs for our at risk students in mathematics specifically addressing the programs used to improve lower level skills: such as Carnegie Learning and to provide parents with information regarding online opportunities to increase skills as well as improve grades in the areas of Algebra 1 and Geometry.	08/14/2018 06/10/2019	

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

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

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

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:
☑ CELDT
☐ School Report Card
☑ MyData
☐ Student Grades
☐ IEP Goals Data
☐ DIBELS Math
☐ DIBELS
☐ School Accountability Report Card (SARC)
☑ CA Dashboard
☐ Smarter Balanced Assessment Criteria (SBAC)
☐ Interim Comprehensive Assessment (ICA)
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Inventory (RI)
☐ N/A

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

English Learner population at Crenshaw HS is increasing during the past two school years and is rising drastically with the influx of unaccompanied minors coming into the country. Currently we have 109 ELs enrolled at Crenshaw which is 14% of the school's population, 27/109, or 27%, are considered Long Term English Learners (LTEL). In 2016-17, Crenshaw reclassified 11 EL students, with a reclassification rate average of 10.1%, which dropped 5% (from 15.1%) in 2015-16. 38% of our Englisher Learners at the Intermeidate Level, or Level 3, on the CELDT, while the majority of the EL population are at the beginning stages of English Language Develeopment.

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

Crenshaw HS has two major underlying issues related to English Learners:

1) Our EL population has high transiency and has an increasing number of newcomers. The majority of newcomers lack academic proficiency in their home language and often have gaps in schooling. Teachers are struggling to address the multiple levels of English Language Development in one class. We have one month newcomers versus 6 month newcomers that are all placed in the same level of ELD.

2) In addition, our LTEL students struggle in their English Core Content Classes because of attendance, poor work habits and below grade-level reading scores.

3) In addition, Crenshaw struggles in conducting data chats with parents of LTEL students (LTEL Parent Meetings).

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

We have built in beyond the bell tutoring, technology access to students, embedded translation apps in the classroom and increased use of ELD standards during instruction for newcomers and LTELs.

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

N/A

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

By June of 2019 we will increase the reclassification rate by 8% from 10.1% to 18% as measured by proficiency on the Reading Inventory and ELPAC with a specific focus on the LTEL population.

*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**
Teachers will use the data gathered from My Data, 5 week common assessment data and previous CELDT scores in specfic domains, RIs, IABs, and SBAC) to inform instruction. Core Content and ELD teachers will use ELD standards to support student learning and growth in the English Language to ensure progress and/or proficiency on the RI assessment.		ELD Teacher and EL Designee/LAT Team will use Student Progress Forms to monitor student progress and analysis of student Data: SRI and grades.

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**
Bilingual Teacher Assistants (2@18,455) & (2 @5,100) (will be strategically placed in core content classes to provide instructional and language support to our at risk English Language learners while learning. EL Coordinator will engage teachers in cognitive coaching and conduct weekly classroom observations with debriefs to determine needed support and professional development needs. Students are grouped according to ELD level for ELD Instruction throughout the year.	08/14/2018 06/10/2019	Administration in collaboration with the SSPT team and EL Coordinator and classroom teacher will monitor through use of observation tools and analysis of student data the effectiveness of designated and integrated ELD.

Budget							
Funding Source	**SACS Function**	**Budget Description**	**Position No**	**Vendor**	**Budget Item No**	**Total Cost**	**FTE**	**Funding %**
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30345529	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30424506	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools(7S046)	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	10,200		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
ELD teacher will provide EL students with additional ELD support beyond the regular school day for 7 weeks 3 times a week. This time will be used to build student capacity in all of the language domains; reading comprehension, writing proficiency and speaking and listening. Our LTEL population will also be strategically served during and beyond the school day through development of their academic goals based on their performance data.		Administration in collaboration with the SSPT team and EL Coordinator will monitor through use of observation tools and analysis of student data the effectiveness of designated and integrated ELD.

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
Parent training will be offered throughout the course of the year to inform parents of their students' rights to be taught English as a second language through designated and integrated ELD during the Master Plan Informational meetings. Parents will be recruited to participate on the ELAC committee to have a voice to support the needs of our EL students where they will make recommendations to the SSC in how money can reflect the needs of the EL students. To increase the rate of reclassification. Crenshaw will implement a Family Literacy Night that will focus on the ELD standards and the Common Core Standards of which our EL students will be held accountable for.		EL Coordinator and Admin. Team will monitor through participation rates of parents at various school events via Sign-in sheets, Workshop Evaluations Agendas, Flyers and activities, Teacher communication, school loop.

Budget

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

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

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

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Culture & Climate Goal:
☐ CELDT
☐ School Report Card
☐ MyData
☐ Student Grades
☐ IEP Goals Data
☐ DIBELS Math
☐ DIBELS
☐ School Accountability Report Card (SARC)
☐ CA Dashboard
☐ Smarter Balanced Assessment Criteria (SBAC)
☐ Interim Comprehensive Assessment (ICA)
☐ Interim Assessment Blocks (IAB)
☑ School Experience Survey
☐ Publisher's Assessments
☐ Reading Inventory (RI)
☐ N/A

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

Based on our data, communication with parents, staff and students is one of our major areas of need. We have been relying on the marquees and the website and mailers, however, we realize that we need to maintain multiple streams of communication via telephone calls, emails, text messages, internet publishing, mailers and school website, calendar and word of mouth in a timely manner.

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

The most area that needs improvement is ourfamily and community engagement. WE need to increase family and community involvment and participation in the academic life of the campus and students via decision making councils, magnet parent meetings, parent workshops and trainings, Breakfast with the Principal. Back to School Night, Parent Conference Night, Community Day, Family and Community Observation Walkthroughs, Plan writing and all other activities that happen throughout the school year per the parent involvement policy.

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

We are increasing the number of parent and community volunteers through ensuring that all persons that visit our classrooms and work with students on a regular basis are registered as a volunteer. parents and community members are presenters at workshops, collaboration between teachers and parent center is increased with co-planning and for workshops and gatherings. The parent Center is viewed and marketed as a resource center for both parents and students where they can receive bus tokens. enroll in state funded programs for housing and health insurance. Availabiity of technolgy has also increased parent knowledged of student academic activity.

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

N/A

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

By June of 2019 the FaCET Team will monitor parent engagement through consistent enrollment of parents on Passport, participation of 50 parents in a minimum of 3 or more parent centered events, as measured by attendance rosters, input on plans and increased parent participation on decision making councils.

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

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

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible**
Parents and students will be involved in the monitoring of the Single Plan for Student Achievement via their participation on the SDMC, SSC and ELAC councils. In addition we will actively recruit parents in advance to volunteer on campus to assist with the moral and welcoming environment of our campus. The Community Representatives will act as a liaison between the school and the community to build relationships with local businesses and organizations to provide co-curricular opportunities for our students and host workshops and provide training for our parents. We also plan to send our parents to culturally relevant conferences; ie. COBA, Common Core, to build their capacity to assist their children in their learning.	08/13/2018 06/07/2019	Agendas from Parent led-workshops, sign- in sheets, parent exit tickets, parent surveys, CPA, Administration, Volunteer log book, Participation on Leadership Councils and attendance at breakfast with the Prinicipal

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	21720 - COMMUNITY REP.	N/A	N/A	21720	7,117		100
CE-ESSA T1 Schools(7S046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	42,491	0.00	100

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

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible**
Parents and students will be involved in the monitoring of the Single Plan for Student Achievement via their participation on the SDMC, SSC and ELAC councils. In addition we will actively recruit parents in advance to volunteer on campus to assist with the moral and welcoming environment of our campus. Our Parent Resource Assistants (2@ 50,921) will host parent workshops: A-G Graduation requirements, CA Dashboard and parent trainings: Common Core Standards, Cornell Note Taking, Socratic Seminar, CLOSE reading, assist in organizing the Family and Community Engagement Team (FaCET), plan and create opportunities for their involvement in promoting the instructional program at home they will also assist and keep record of parent contacts and participation at FaCET events and activities: Pie Day, Parent Conference Night, Back To School, Student Portfolios and Exit Interviews. We will also send parents to conferences (COBA), Common Core, to build their capacity to assist their children in their learning.	08/14/2018 05/31/2018	Agendas from the conference, Parent led-workshops, sign- in sheets, parent surveys CPA, Administration, Parent Engagement, Coordinator will monitor the number of parent and community volunteers through input of volunteer packets

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

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

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:
☐ CELDT
☐ School Report Card
☑ MyData
☐ Student Grades
☐ IEP Goals Data
☐ DIBELS Math
☐ DIBELS
☐ School Accountability Report Card (SARC)
☐ CA Dashboard
☐ Smarter Balanced Assessment Criteria (SBAC)
☐ Interim Comprehensive Assessment (ICA)
☐ Interim Assessment Blocks (IAB)
☑ School Experience Survey
☐ Publisher's Assessments
☐ Reading Inventory (RI)
☐ N/A

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

We noticed that SY 16-17 which was the 19% of our students are chronically absent as measured by the number of students that fall below 91% full day attendance.
In addition to attendance data we noticed our African American at 75% students are being suspended at disproportionate rate as compared to the Hispanic students at 22.0%. Our overall goal is to reduce the number of students that are suspended by offering an alternative to specific behaviors that would yield an out of school suspension. The referral data and surveys given by the Mental Health department indicates that the top 3 reasons students are referred are related to some type of adjustment and trauma and mood.. The majority of the students who are referred are African American students.
and the largets population begin served are the socioeconomic population. We see that we have increased our suspension rate in comparions to last school year where there were a total of 34 days suspended compared to 50 days total this school year. Our targets population of suspensions stems from the 7.4% ninth grade.

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

Chronic absences and tardies are the number one issues that need our immediate attention and staff training on how to deal with students that are traumatized. Two years ago we had funding for a Restorative Justice Coordinator which we were not able to purchase this year and this may directly impact the staff knowledge and participation in implementing restorative justice strategies within the classroom as well as school wide. The lack of having a full time PSW and training on trauma informed practices for staff are major contributing factors of why students resort to ditching and socially unacceptable behavior.

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

Yes we met the suspension rate goal but not the reduction in chronic absences goal. We have continued to apply restorative justice practices, but have purchased a restorative justice teachear and an additional PSA counselor that will specifically work with Chonically absent students. Implemented the Attendance Breakthrough challenge which looks at a targeted group of students and create strategies to specifically address those students by assigning a member of the staff to work directly with those students who tend to be disconnected from the school due to absences. Use the online referral system for accurate tracking of behavior issues, through MISIS , in addition to offering after school intervention and enrichment through CYFC.

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

We are still struggling with the reduction in chronic absences. In this piece as it is directly related to the instruction being offered in the classroom, as well as if the student feels supported by their teacher and others on the campus. We will survey the students to determine the major barriers hindering students from arriving to school on time as well as getting to class on time once at school. We are purchasing a full time PSW, we added an additional PSA and purchased a restorative justice teacher to train teachers and students on restorative practices.

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

N/A

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

By June of 2019 Crenshaw will decrease the percentage of chronic absences by 12% from 26% to14% as measured by monthly attendance reports found in My Data and PSA district reports.

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

Focus Area:	Lesson Planning, Data Analysis, and Professional Development		*Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies			
Strategies, Actions and Tasks		**Action Begin & End Date Status**	**Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible**
Staff, parents and students will participate in professional development around implementing restorative justice circles and the implementation of Teen Court. This will encourage the participation and involvement of all stakeholders in creating alternative behavior and social methods to combat defiance in and out of the classroom		08/14/2018 05/31/2018	Classroom observations, classroom norms, restorative justice circle logs and lesson series implementation Attendance rosters, referrals and logs

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

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

Strategies			
Strategies, Actions and Tasks		**Action Begin & End Date Status**	**Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible**
Crenshaw uses numerous social programs with its Counselors, PSA Counselor (1@ $120,993), School Psychologist and School Nurse (1@ 46,310) to support programs and maintain healty and safe environments by participating in and/or facilitating multidisciplinary teams: Student Support and Progress Team (SSPT), Student Attendance Review Team (SART),and IEPsto meet the diverse, and at times challenging social/psychological/emotional needs of our students. Nurse will participate in the SPPT and IEP meetings. Will followup on communicable diseases. Will provide health counseling and workshops on health related issues.		08/13/2018 06/07/2019	Communication logs, student sign-ins, weekly reports, Principal, Admin. Team, Case management reports, logs of services provided
To improve student attendance the PSA will do home visits, work closely with the family and community engagement team providing resources for families that go beyond the school campus, in addition to facilitating and organizing workshops and trainings for parents around the importance of attendance. The PSA will also make phone calls to parents/caretakers ensuring that students are properly enrolled and/or checked out and maintain documents to support action steps taken and academic achievement the school nurse will provide students and their families with health-related services, health counseling, health referrals, parent training and health-related counseling and staff development on health-related issues. The nurse also conducts health evaluations and participates in SSPT. PSA will assist in extablishing a school environment that improves school safety and discipline and addressing other nonacademic factors that impact student achievement, sucha as implementation of the Postivie Behavior support plan using restorative justices strategies.		08/13/2018 06/07/2019 New	Principal and Admin Team will meet with support staff to discuss activities. Will review student data for impact.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To decrease the rate of suspensions and to support students with emotional and behavioral problems the psychiatric social worker will provide students with comprehensive school wide prevention, early intervention and treatment services, individual and family therapy targeting students who are at risk of school failure due to social, behavioral and emotional problems. PSW will provide mental health services for prevention and intervention of our at risk student who may be struggling with the academic environment due to factors outside of the school beyond their control or within the confines of the school (Integration Model). PSW will attend SST, parent conferences, and SSPT meetings as needed.	08/13/2018 06/07/2019 New	Principal and Admin Team will meet with support staff to discuss activities. Will review student data for impact.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	120,993		100
CE-ESSA T1 Schools(7S046)	1000	12106 - ITIN NURSE (6 Hrs / 2 Days)	N/A	N/A	12106	46,310	0.00	100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
All stakeholders will receive opportunities to receive training via workshops provided by the district on restorative justice models to address conflict between home and school or student to student and teacher to student conflicts. All stakeholders will be informed via parent/teacher meetings on the resource services provided through our partnership resource service providers: Wellness Center, CYFC, College Mentor, etc. in addition to providing workshops focusing on the importance of Attendance as it relates to the graduation rate of our students.	08/14/2018 06/10/2019	Parent Engagement Coordinator and Administration team will monitor by collecting sign-in sheets and agendas and analyzing the SES for stakeholder participation and involvement.

Budget

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114
COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.
To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.
2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
Schoolwide reform strategies are described in Section IV of all Goal pages.
3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).
All students are enrolled in UC A-G approved courses. Our school monitors students' A-G on track progress. Teachers are trained on using standards based curriculum; standards based instruction and on aligning standards to the textbook. Crenshaw HS closely monitors each student's progress towards meeting A-G requirements to ensure every student's success. The academic counselors monitor this data closely to guide the programming. The progress monitoring check occurs at 5,10, 15 and 20 week grading periods. A-G counselor supports tier two and tier three students and provides intensive case monitoring in order to address the needs of the students, through monitoring the IGP through naviance. Crenshaw HS students participate in a variety of extracurricular activities based on their interest. A few of these activities include; Athletics teams, Band, Cheer Competition, Choir and Dance. Our students also participate co-curricular activities such as CYFC after school program focusing on academics, nutrition and conditioning to support students learning outside of the classroom. Students also participate in the Plant and Soil class which is extended into the in house Garden, seniors complete a service learning project where they Mentor 9th graders for a semester, they participate in the Leimert Park Art Walk, and the LA Metro job shadowing and workshops. These are extended opportunities where students can explore their interest and apply their learning. We are also proud of the student-operated bank on campus, one of the two in LAUSD. Through our partnership with Union Bank, students received bank teller training, work experience, and a stipend.

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.).

Following the district of Restorative Justice (RJ), in the 2015-2016 school year, Crenshaw designated an RJ coordinator. This year, Crenshaw began to implement restorative justice practices as a way to build community within the students and as a response to behavior. The Dean often uses RJ strategies to mitigate disputes Advisory teachers began to facilitate restorative justice circles in the class to build community among students. At this time, several teachers have continued this practice consistently and use it to address students whose behavior has affected the learning environment.
All students at CHS have access to a variety of supports for their academic and personal needs. Our support staff targets personal, academic/career, and both physical and mental health needs. Teachers may also refer students to any of these services using a Wellness Center referral form.

Counselors provide students the opportunity to set up an appointment at the beginning of each semester. If students have any issues or conflicts with their schedule they may submit a Class Change Request form that is given during their advisory class. Counselors meet or remediate requests during the first two weeks of the semester and as needed.

 Our online MISIS system also allows for teachers to submit an online referral to the Dean of students who then make referrals to the appropriate academic support personnel.
In addition to scheduling students in appropriate classes according to graduation requirements and personal academic goals, students may also meet with the A-G counselor or Graduation counselor. The A-G counselor, as well as magnet academic counselors, provide assistance to students in meeting all graduation criteria. Students with IEP's receive additional academic support from the Bridge Coordinator or their IEP Case Manager. The Bridge Coordinator and Alternate Curriculum teachers often work together to determine services for students with special needs.

Students who need mental health or personal support can be referred to the PSA counselor. The PSA then meets with the student to determine additional needs for services. Students may then continue to meet with PSA, be referred to the COST team, or the Wellness Center to determine more appropriate services.

CHS also has PSA counselor that works specifically with students in the foster care system. This PSA helps determine resources for foster youth and also provides academic and personal guidance for these students. The PSA counselor communicates other staff on campus to provide a better plan for servicing the student. PSA counselors also attend IEP meetings, and have parent/guardian conferences with the student.

For health/physical needs, students have access to a nurse who is on campus 4 out of 5 days per week. They also have direct access to the Wellness Center. To see the nurse students may request a referral from their teacher at any time throughout the day. If the student needs additional services that cannot be given by the nurse, they may also go directly to the Wellness Center where they can receive medical services by other health professionals. The Wellness Center provides physicals, eye exams, STD testing, health education, and counseling. Additionally, the Wellness Center in collaboration with the Parent Center, help provide students in need with holiday baskets, food, and clothing

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.

Our School wide plan is aligned with our WASC Focus Areas/ critical Learner needs as it relates to our Schoolwide Learner Outcomes. Our parents met once a month to dicsuss the school report card and if we are moving toward meeting our LCAP goals, parents and students are both represented on the the School Site Council, Shared Decision Making Council and the English Learner Advisory Committee, which meet once a month to disuss the discrecinary funds for the magnets and the Single Plan for Student Achievment. We look at our CAASPP performance rates, attendance rates, graduation rates, school culture and climate, parent involvement and make decisions regarding the plan and money to best serve the needs of our at risk students. ELAC makes formal recommendations for committee to the School Site council as it pertains to the needs of our English Learner students. The faculty, staff, parent and community stakeholders were able to take a Comprehensive Needs survey to determine what our financial priories were and this data was used to assist in our decision making for the upcoming school year.

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

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

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

N/A

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

<div align="center">

Los Angeles Unified School District

2018-2019 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

</div>

Program Budget Codes:
10183 (TSP School Allocation)
10397 (TSP Per Pupil School Allocation)
10400 (TSP Supplemental & Concentration Grant)
10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
CRENSHAW MAG STEMM (1859601)	W	CORLEY, LENALDA R

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School	
770	90.00	109.00	7.00	10183 $	199,632
				10397 $	0
				10400 $	434,170
				10405 $	6,351
				Total $	**640,153**

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

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

Description of Services that address: **100% Graduation** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* - *Graduation rate* - *Individual Graduation Plan (IGP) completion rate* - *Percentage of students on track to graduate*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
	44,184	Low-Income, EL, RFEP, and Foster Youth	• Four-year Cohort Graduation Rate: 79% • Percentage of high school students on track for A-G with a "C": 50%

Assitant Principal for Student Counseling Services in addtion to Counseling Support will provide services to students for early identification and intervention for barriers to academic achievement for target students, and to promote and encourage a healthy learning environment. This will help to form a collaborative partnership with the administrative staff and the Student Support and Progress Team (SSPT) regarding student referrals for supplementary counseling, monitors and case manages student progress for target students. Ensure students are scheduled into courses required for graduation and that meet the A-G requirements. Graduation checks via IGPs for grades 10-12 Fall of 2018 and Spring 2019 and counsel students about needed actions enroll students in intervention or credit recovery on site, and/or virtual classes.

Description of Services that address: **Proficiency for All** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:* - *SBAC English language arts and mathematics proficiency rates* - *EL reclassification rate* - *Rate of ELs making annual progress on CELDT* - *Rate of ELs demonstrating proficiency in English* - *Decrease in long-term English learners (LTELs)*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
ELD Teacher will provide support courses for EL students that are not advancing on the ELPAC or reaching the benchamark on the Reading Inventory. In addition, the school will implement a 7-week/ 3 hour a week after school intervention program to increase the rate of ELs attaining Reclassified Fluent-English-Proficient (RFEP)," from English Learner Or LEP (Limited English Proficient) status. The focus of the program is to provide supplemental services in ELD. ELD 1-4 students will receiveEnglish Language Development skills with the support of the bilingual TA's using the ELD standards.	4,500	Low-Income, EL, RFEP, and Foster Youth	• EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%

Description of Services that address: **100% Attendance** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:* - *Percentage of students with a 96% (173-180 days) attendance rate* - *Percent of students missing 16 days or more in a school year*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
Assistant Principal and the PSA will collaborate to ensure that our target student populations are receiving attendance services to improve and/maintain their daily attendance in the 96 percentile range. This will be done by monitoring daily attendance input. Consistent reminders through multi-media attempts to students and parents regarding the importance of daily attendance and the impact it has on their progress toward graduation within four years.	144,372	Low-Income, EL, RFEP, and Foster Youth	• Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%

Description of Services that address: **Parent, Community and Student Engagement** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* - *Percentage of parent participation on School Experience Survey* - *The responses from parents and students participating in the survey*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
The Assistant Principal will monitor he participation rates and implement research- based strategies to increase the completion rates of the School Experience survey. In addtion to planning workshops and multicommunication strategies to increase the participation and attendance of parents in school events that support our targeted student populations. Community Representatives will consistently work on outreach through attending meetings in the community, making phone calls, flyers and building our magnet program foci through buidling realtionships with families, businesses and organizations in our surrounding community.	0	Low-Income, EL, RFEP, and Foster Youth	• Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%

Description of Services that address: **School Safety** *Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:* - *Suspension rate* - *Expulsion rate* - *Extent to which the school is implementing the Discipline Foundation Policy*	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
The Assistant Principal and School Supervision Aide will support the implementation of the Discipline Foundation Policy and School Safety Plan to ensure that our students are able to attend a safe and danger- free learning environment. This will involve increased communication with students and parents regarding the tiered responses to misbehavior, bullying and over all discipline to decrease the number of at risk students that are suspended and/or expelled. The Assistant Principal will ensure that the school safety issues are updated per the report given by OEHS	6,576	Low-Income, EL, RFEP, and Foster Youth	• Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount		CE-ESSA-T1 C&C Coach (7T124) FTE & Amount		CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount		T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount		Total FTE & Total Amount	
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	☐	110005	2.00	36,896	0.00	0	0.00	0	0.00	0	2.00	36,896
109026 109026 - TCHR S LIB C1T 27/11 (6 Hrs / 5 Days)	☐	120001	1.00	58,119	0.00	0	0.00	0	0.00	0	1.00	58,119
11681 11681 - CRD DIF CAT PRG ADV	☐	190004	0.00	1,480	0.00	0	0.00	0	0.00	0	0.00	1,480
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	☐	190001	1.00	115,775	0.00	0	0.00	0	0.00	0	1.00	115,775
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	☐	120021	0.00	120,993	0.00	0	0.00	0	0.00	0	0.00	120,993
12106 12106 - ITIN NURSE (6 Hrs / 2 Days)	☐	120041	0.00	46,310	0.00	0	0.00	0	0.00	0	0.00	46,310
14112 14112 - DIFF, TCHR S LIB MED	☐	120004	0.00	604	0.00	0	0.00	0	0.00	0	0.00	604
21720 21720 - COMMUNITY REP.	☐	290004	0.00	42,491	0.00	0	0.00	7,117	0.00	0	0.00	49,608
30210 30210 - TA HEALTH&MEDBENEFIT	☐	340101	0.00	10,200	0.00	0	0.00	0	0.00	0	0.00	10,200
40239 POTENTIAL FNDING VAR	☐		0.00	18,037	0.00	0	0.00	297	0.00	0	0.00	18,334
40261 PENDING DISTRIBUTION	☐		0.00	1	0.00	0	0.00	0	0.00	0	0.00	1
Total			4.00	450,906	0.00	0	0.00	7,414	0.00	0	4.00	458,320

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**