

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

2018-2019

Implementation

BANNING SH (1852901)



**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

**TABLE OF CONTENTS****Section**

<b>District and School Information</b>	<b>1</b>
School Identification	1
SPSA Review Tracker	2
Recommendations and Assurances	3
Funding Allocated to this School	4
District Mission Statement	5
School Mission, Vision, and Profile Description	7
<b>School Review Process Recommendation</b>	<b>9</b>
<b>Comprehensive Needs Assessment</b>	<b>10</b>
School Accountability Report Card	10
School Experience Survey	10
School Quality Improvement Index Report Card	10
School Report Card	10
Smarter Balanced Assessment	10
<b>Comprehensive Needs Assessment / Self-Review Process</b>	<b>10</b>
<b>GOALS</b>	<b>11</b>
Academic Goal—100% Graduation	11
Academic Goal—English Language Arts	12
Academic Goal—Mathematics	13
Academic Goal—English Learner Programs	14
Culture and Climate Goal—Student, Staff, Parent and Community Engagement.	15
Social/Emotional Goal—Attendance, Suspension/Expulsion and Non-Cognitive Skills	16
<b>Title I Required Components for Implementation</b>	<b>17</b>
Schoolwide Program (SWP) / ESSA1114	17
<b>Local District Monitoring</b>	<b>18</b>
<b>2018-2019 School Level Plan for Use of Targeted Student Program (TSP) Funds</b>	<b>19</b>
<b>Budget Summary</b>	<b>20</b>
<b>Attachments</b>	<b>21</b>

### SCHOOL IDENTIFICATION

School Name: BANNING SH (1852901) Local District: S

CDS Code	County		District					School						
		1	9	6	4	7	3	3	1	9	3	0	6	5

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

Principal: MENDOZA, RUDY J E-mail address: rjm1902@lausd.net  
 SPSA Designee: MATUS, PATRICIA Position: ADVSR, CTEGORCL PGM E-mail address: pvm2642@lausd.net  
 School Address: 1527 LAKME AVE, WILMINGTON, CA 90744 School Telephone Number: 3108473700

**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.

_____ Typed name of Local District Superintendent or designee	<input type="checkbox"/>	_____ E-Signature of Local District Superintendent or designee	_____ Date	Please sign here
<b>Please print this page and sign.</b>				

### 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 Superintendent or designee	<i>Typed Name</i>	<input type="radio"/> Revision Required	<input type="radio"/> Approved	
Local District EL Compliance Coordinator	ANA ESTEVEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <hr/> <i>Signed Date</i> 06/15/2018
Local District PACE Administrator	THERESA ARREGUIN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <hr/> <i>Signed Date</i> 06/11/2018
Local District Title I Coordinator	LORRAINE TORRES <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <hr/> <i>Signed Date</i> 07/27/2018

## RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	04/16/2018	Leslie Davila	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:**

04/16/2018

*School plan approval appears in SSC Minutes.*

Date

**Attested:**

Alan Siegel

\_\_\_\_\_  
 Typed name of SSC chairperson



\_\_\_\_\_  
 E-Signature of  
 SSC chairperson

04/16/2018

\_\_\_\_\_  
 Date

Please sign here

MENDOZA, RUDY J

\_\_\_\_\_  
 Typed name of school principal



\_\_\_\_\_  
 E-Signature of  
 School principal

04/16/2018

\_\_\_\_\_  
 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:

<input checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	<b>Amount: \$</b> <u>1,428,315</u>
<input checked="" type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	<b>Amount: \$</b> <u>0</u>
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	<b>Amount: \$</b> <u>23,485</u>
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	<b>Amount: \$</b> <u>17,200</u>
<b>Total amount of categorical funds allocated to this school:</b>	<b>\$</b> <u>1,469,000</u>

## District Mission Statement

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

### **Local Educational Agency (LEA) Plan Goals**

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

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

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

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

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

#### **Goal 2: English Learners—Proficiency for All**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

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

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

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

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

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

**2016-17 District Professional Development Priorities:**

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

**District Core Program for All Students:**

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

**Curriculum focus-2016/2017**

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

**Instructional focus-2016/2017**

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

**Assessment focus-2016/2017**

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

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

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

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

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

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



## SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

### School Vision

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

Phineas Banning High School prepares its students to be college and career ready, life-long learners, and members of a global economy. PBHS graduates will be critical thinkers who evaluate, analyze and creatively problem solve; they are effective communicators who use language, technology, and the arts to communicate. They are proficient in english language arts, math, science, and social studies. Students will prepare to navigate the ever-changing and evolving societal and technology developments of the 21st century. The PBHS graduate will meet the challenges of the 21st century locally, nationally, internationally, and beyond.

### 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?)

PBHS is committed to providing a personalized and collaborative teaching and learning experience for all students as they develop a solid connection to their school, their teachers, and the community through the content of learning.

### School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: <a href="http://www.census.gov/">http://www.census.gov/</a> , <a href="http://www.zip-codes.com/">http://www.zip-codes.com/</a> , <a href="http://www.city-data.com/">http://www.city-data.com/</a></p>
<p>As of July 2018 PBHS serves 2,359 mainly Latino, in grades 9 through 12 in Wilmington, the southern tip of the city of Los Angeles, California. Known as the “Heart of the Harbor,” Wilmington is a blue-collar, working class community with a large economically disadvantaged population. It is surrounded by refineries and the ports of Los Angeles, Long Beach. Many of our students’ parents are employed at the port and the refineries, and in other industries throughout the Los Angeles harbor and vicinity.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Phineas Banning High School is a large urban high school that has been part of the Wilmington community since 1925. The school serves students in grades 9-12 with an enrollment of approximately 2,057 students. In 2006, Banning High School and its College Incentive Magnet took advantage of a district wide program to divide into Small Learning Communities with specific post-secondary career foci. Two small learning communities (CAL and PATHS) joined the four PORT academies to provide personalized educational opportunities to all students. In 2016-2017 school year the school opened the Banning Firefighter Magnet one of two in LAUSD. The PBHS is Accredited by the Western Association of Schools and Colleges (WASC) for six years with a two day revisit after two years.</p>
<p>3. Indicate student enrollment figures:</p>
<p>Of the 2,057 students enrolled, 91% are residents of Wilmington and the remaining 9% commute from the neighboring cities of Carson, Gardena, Harbor City, Huntington Park, Lakewood, Lomita, Long Beach, San Pedro and Torrance. Seventy percent of the students have a home language other than English. There are 13% Special Education students currently enrolled (-2% since 2014-2015) and 44% of those with IEP are also English Learners (-9% since 2014-2015), and 12% of the student population have Limited English Proficiency.</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>The school’s Title I ranking for free and reduced lunch is 90.24% of the 2,359 students enrolled.</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>

Language identity: English, Spanish, Tagalog and Samoan. Racial and Ethnic make-up of the student body: Hispanic or Latino enrolled 94.7% American Indian enrolled 0.3%;Asian non-Hispanic enrolled 0.1%;Pacific Islander enrolled 1.5%; White non-Hispanic enrolled 1.2%; African American non-Hispanic enrolled 1.7%;Filipino enrolled 0.8%; Two or more races non-Hispanic enrolled 0.1%.

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

PBHS is committed to developing a strong partnership with parents to promote student achievement. The school uses Engrade to give parents continuous access to student academic grades. Parents are able to view grades and send email messages to teachers. Several teachers and staff members are available to support Spanish speaking parents. PBHS sends all Connect ED messages and school communications in Spanish and English. PBHS engages the LAUSD translation unit to assist in parent meetings. Parents learn about data and important school events during parent meetings with the Principal such as "Coffee with the Principal" where a translator is provided. Data is also shared during ELAC meetings. The data is posted on the school website in English and Spanish and available in the Parent Center. The Parent Center provides assistance to parents with translation, interpreting and understanding the school data. The data is also available on demand for parents in school's Main Office and in the Attendance Office.

**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:**

Phineas Banning High School has 91 years of service to the community of Wilmington. The students and staff of PBHS have a shared identity rooted in the Wilmington community and our interest in the sciences, arts and humanities. The school has a "College Incentive Program" magnet Center (CIP) and a new Banning Firefighter Magnet Center that opened in the 2016-2017 school year. The school builds on this identity with a governance structure that creates a vibrant and engaging learning environment that develops lifelong learners who are prepared for college and careers; we cultivate a high level of academic standards, personal responsibility, and accountability; establishes a strong sense of community, reflected in high graduation rates and the many alumni teachers and staff; we embraces creative and collaborative business partnerships; we employ innovation, flexibility, and creativity in order to nurture 21st century skills; fosters collaboration and shared responsibility between students, teachers, administrators, staff, and parents and promotes the academic success of students through collaboration among teachers, staff, parents, colleges, businesses partners, social services and cultural community institutions. PBHS will receive the students of the co-located school, which is closing as of June 2017. PBHS is preparing and working diligently with Local District South to ensure a smooth transition to all students.

### 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:**

ACTION ITEM #1: Teacher capacity in use of access strategies.  
Building Teacher capacity in use of access strategies will help increase rigor in all content areas for all students.

ACTION ITEM #2: Teacher capacity in assessment literacy and formative assessment.  
Phineas Banning High School staff has identified a need to build teacher capacity in assessment literacy and formative assessment, especially in the development of lessons focused on the Common Core State Standards (CCSS) – Use of Data, including writing in Periodic Assessments Interim Assessments (IAC), Interim Performance Tasks (IAB) and Summative Assessments, and student samples. This in turn will help increase rigor in all content areas for all students

ACTION ITEM #3: Strengthen current SLCs to provide a highly personalized and supportive learning environment.  
Phineas Banning High School staff has identified a need to strengthen current structures (Small Learning Communities) in order to provide a highly personalized and supportive learning environment. Phineas Banning High School will design and implement support systems and intervention programs addressing the individual needs of all students to ensure student personalization and academic success. The results of the WASC Self Study indicate that many students lack motivation and do not see a connection between learning, school success, and their futures. Currently, the SLC structure at Banning High School does not provide the formal mechanisms to ensure that every student is consistently supported and mentored by an adult on the campus. SLCs must better-address the individual needs of students, linking their learning to college and career readiness, personal interests, and mastery of the CCSS and SLOs.

ACTION ITEM #4: All students will graduate.  
Phineas Banning High School will establish and enforce academic rigor across all content areas to ensure that all students have equitable access to A-G courses, master the CCSS, and are “college and career ready” when they graduate. In support of our district’s vision of 100% college prepared and career ready, we recognize the importance of supporting all students in reaching proficiency and 100 percent graduation. In order to do so, it is important to ensure that all students receive a rigorous College Preparatory curriculum that will help them be successful.

## COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

## COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	Ongoing monthly review of SPSA effectiveness against data from: grades, attendance, professional development, technology and teacher intervention classes effectiveness and school report card. SSC reviewed and discussed needs assessment and recommendations from additional stakeholders to include grade level PLC teams from Core subject content areas and ELAC committee. During 4/16/18 SSC meeting ELAC made recommendations to SSC. SSC reviewed and approved the ELAC recommendations. The SSC reviewed the 2018-2019 SPSA. The SSC approved and adopted the 2018 -2019 SPSA in a unanimous vote. The SSC reviewed the following 2018-2019 categorical budgets 7S046, 7E046 and 7T197 addressed in the 2018-2019 SPSA. The SSC approved and adopted 7S046, 7E046, and 7T197 budgets in a unanimous vote. On 5/7/18 the SSC approved the minutes from the 4/16/2018 meeting.	08/23/2017, 01/24/2018, 10/02/2017, 02/05/2018, 11/06/2017, 04/16/2018, 12/15/2017, 05/07/2018
<input checked="" type="checkbox"/> English Learner Advisory Committee	11/16/17 ELAC met to review EL data from grades, attendance and intervention classes effectiveness.  1/25/18 ELAC met to review EL data from grades, attendance and intervention classes effectiveness.  4/16/18 ELAC meet and made recommendations to SSC.	11/16/2017, 01/25/2018, 04/16/2018
<input checked="" type="checkbox"/> Other: Instructional Leadership Team	Ongoing monthly review of SPSA to align data from grades, parent workshops, technology and teacher intervention effectiveness, assessments and school report card.	02/01/2018, 01/18/2018, 11/16/2017, 10/19/2017
<input checked="" type="checkbox"/> Professional Learning Community (PLC)	Grade level groups evaluate the SPSA, align data from student work, grades, and assessments to evaluate strategies and needs. Each grade level PLC team met with their department and completed a department needs assessment which was then presented to SS	02/05/2018, 01/22/2018, 11/13/2017, 10/23/2017

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

**ACADEMIC GOAL — 100% GRADUATION**

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

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

1. Based on My Data the school the school has exceeded it's graduation goal of increasing graduation by 5% points in comparison to the LAUSD average. Banning's present graduation rate is 7% points higher than the LAUSD average. The school's graduation rate has steadily increased for the last three years. In the last three years the school has increased its graduation rate of by 10.4% points.
2. My Data A-G "D" or Better on track to graduate reports indicates great success with the school's 2018 graduating class. The implementation of intervention classes and credit recovery classes as well as opportunities for credit recovery after school and during Fall and Spring Break. The class of 2018 is 84% on track to graduate with only 10% of students on Tier 1 missing 1-2 classes. Edgenuity reports reflect that 5% of Tier 1 students will have met all their graduation requirements by May 30th. This progress will result in a 89% graduation rate.
3. The class of 2019, 2020 and 2021 need continued support in Tier 1, 2 and 3. Although data shows that there is significant improvement, Tier 3, students missing 5+ classes, data shows need for continued targeted attention at all grade levels. Tier 3, data for: class of 2019 and 2020 respectively is 19%, 13%. There is also continued need for credit recovery for Tier 1 students for all classes 2019, 2020 and 2021 data shows that 25%, 24% and 37% respectively, 1% of students missing 5+ classes to graduate with cohort.

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

1. The school's poverty rate increased 2.8 percentage points from 87.44% to 90.24%. There are uncontrolled stresses as a result of poverty that keeps many students from achieving academically.
2. Students enter the 9th grade unprepared to meet the increased academic and social rigors of high school.
3. Many of our student are at very low reading lexiles levels and likewise have very low academic core vocabulary. Hence making it difficult for the students to make inferences and connections when reading academic and narrative text. This deficiency is reflected in students' ability to meet standards in A-G classes that require reading and writing across the curriculum. There is also great need for Math skills support for our students. Math teachers analyzing Publisher's Assessments and student grades report that students have difficulty with basic math skills and in using math tools such as calculators, tables, compass and protractors.
4. The school also has a sizable number of students aside from the new comer student population that have social-emotional struggles that hamper their academic achievement.



**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**

1. The school's seven period schedule allows students opportunity to take classes for credit recovery and intervention. Additionally classes offered through Edgenuity and teacher option after school and during Fall and Spring Break have helped students meet the A-G requirement units needed for graduation consequently increasing the school's graduation rates.
2. Continued teacher professional development by PLC grade level groups with focus on reading and writing across the curriculum has helped teachers with access strategies to support students' reading and writing skills.
3. The purchase of additional professional and support staff such as: Math and ELA teachers to reduce the number of students in a class; teacher assistants to support at risk, EL and RFEP students receive one on one and differentiated instruction and support during class and after school; additional secondary academic counselors to further personalize and increase student academic counseling support; Additional PSA, PSW and A-G graduation counselors to increase student attendance and provide socio-emotional support.
4. Teacher planning time by grade level PLC to evaluate student data and develop differentiate lessons a cross the AG curriculum with relevance to better engage students and address students' academic needs.
6. The technical support from the IT support personnel assist teachers and students to keep the classroom technology working and current. This support has helped our student achieve by being able to access technology driven lessons that address their reading, writing and math skills needs.
7. Continued personalized parent outreach for parents to participate in workshops to build their capacity to support student achievement in high school.
8. Continued focused collaborative work by CPA, TSP, DATA coordinator, Academic counselors, PSA, PSW and A-G counselors to develop and provide target professional development.

**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**

Not Applicable

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

Not Applicable

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

Banning will increase the graduation rate of the 2018 graduating class of 92% by 1% point to 93% for the 2019 graduating class by June 2019.

Banning will increase the number of the 2020 graduating class students on track to graduate by 20% points from 53% to 73% by June 2019.

Banning will increase the number of the 2021 graduating class students on track to graduate by 20% points from 60% to 80% by June 2019.

\*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
<p>Department PD and PLC PD (Counselor, Categorical Program Advisor, Teachers, Problem Solving Data Coordinator) will meet outside the regular work day to build teachers' capacities using Critical Friends Protocols and Reed Strategies. The PD will but not be limited to: analyzing data: (SBAC , MyDATA) , evaluating: student work, (student grades, publisher's assessments, and teacher observations and reflections), planning and developing lessons and assessments that are aligned to CCSS performance tasks. Assessing the effectiveness of the strategies employed and refining them to enhance instruction that will enable at risk students including LTEL to reclassify and access Core content. Work will take place in Media Labs and in common planning area with the use of technology. ELD teachers will receive additional training in various lesson differentiation strategies such as connecting lesson to prior knowledge, small group group additional assistance in native language, visual prompts and additional time, vocabulary cards.</p>	<p>08/20/2018 04/22/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate. Will use meeting sign in logs, Student grades, MYDATA, and MISIS to evaluate student progress ,increased graduation rate,accurate/updated records.</p>
<p>(CPA) Categorical Program Advisor with Differential</p> <p>Assist and support teachers in identification and implement of effective strategies to assist in improving student achievement for all Title I students. Plan organize and coordinate school intervention programs for at risk students. Provide training to community members, parents and teaching assistants on best practices to assist at risk students. Monitor program activities and expenditures. Maintain accurate updated records of the Title I student program.</p> <p>(CPA) Differential</p>	<p>07/01/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate. Will use meeting sign in logs, Student grades, MYDATA, and MISIS to evaluate student progress ,increased graduation rate,accurate/updated records.</p>
<p>Coordinator X-Time (Non Tutor)</p> <p>Will provide days extra pay outside of the regular school days to perform additional duties related to the categorical program to develop implement and assist the categorical program; such as creating, generating and completing compliance documentation for the current FY 2019 year.</p> <p>(9 days) 7/31/18 and 8/1,2,3,6/18 8 AM to 1 PM 6 /10-14/19 8 AM to 3 PM</p>	<p>07/01/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Problem Solving Data Coordinator with Differential</p> <p>Will prepare and provide data including but not limited to (SBAC, student grades, student samples, observations, teacher reflections, WASC PD feedback, etc.) work with all stakeholders to analyze data to identify students' needs.</p> <p>Problem Solving Data Coordinator Differential</p>	<p>07/01/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate.</p>
<p>IT Support Technician (2)</p> <p>Will insure that connectivity problems are resolved and sure computing devices and peripherals are properly connected to the local area network.</p> <p>Will set-up, operate, and maintain various audio-visual equipment including: LC D projectors, televisions, laptops, VCR 's, D VD players, overhead projectors, video cameras, and other multimedia equipment.</p> <p>Will update all computers and peripheral equipment to ensure students and teachers are able to access on-line tools and programs</p> <p>Will set up and takedown technological equipment in common work space and insure connectivity.</p>	<p>07/01/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate.</p>
<p>Teacher X Time Non Tutor</p> <p>ELA and Math department teachers will work outside of the regular school day throughout the school year before school starts and during non assigned days to work on : Standards, materials, and pacing. Teachers will share strategies, teacher-to-teacher suggestions, and recommendations for differentiated instruction. Teachers will continue building capacity in: Assessment Literacy and Formative Assessments, accessing and using data;( including SBAC, student grades, student samples, observations, teacher reflections, WASC study) to address student need specially in the at risk student population (including the economically disadvantaged, English Learners and students with disabilities) .</p> <p>Continue the Professional Development on the Cycle of Continuous improvement and the Teaching and Learning Framework. To acquire a deeper knowledge of CCSS instructional shifts. PLC groups will:</p> <ol style="list-style-type: none"> <li>1. Analyze Achievement Data and identify students' instructional needs.</li> <li>2. Understand the instructional rigor of the Common Core State Standards (CCSS).</li> <li>3. Plan units of study implementing lessons aligned to the CCSS.</li> <li>4. Evaluate student work to access the effectiveness of the strategies employed and the mastery of achievement.</li> </ol> <p>164 hours will be used by 4 teachers each from ELA and math department to meet for three days or a total of 27 hours each. In Fall and Spring Semesters</p>	<p>08/06/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate.</p>
<p>Teacher Release Day</p> <p>Before the end of each problem-solving cycle, teachers conduct peer observations throughout the day known as Pilot Walks. During this time, teachers observe and evaluate the progress of students reading and writing in all Core content areas Math, ELA, Science and Social Studies in 9-12 classes. Teacher observers will then make recommendations for next steps to enhance common unit lessons and assessments.</p> <p>Fall (2) observations 1st weeks Sept. and Nov.</p>	<p>09/03/2018 11/04/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every Core teacher implements the strategies learned during professional development. Teacher observation forms, increased student in A-G with "D" better on track, increased graduation.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Sr. Office Technician Will provide supplemental clerical services in connection with the categorical funding categorical program Professional Development materials for Core content math, ELA, Will provide supplemental support to counseling staff in processing paperwork and providing translation for parent meetings of (Title I, EL, RFEP and SWD) students.	07/23/2018 06/11/2019 New	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every Core teacher implements the strategies learned during professional development. Teacher observation forms, increased student in A-G with "D" better on track, increased graduation.

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)	30051294	N/A	117360	115,775	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	14685 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days)	30358993	N/A	14685	115,775	1.00	100
CE-ESSA T1 Schools( 7S046 )	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	1,539		100
CE-ESSA T1 Schools( 7S046 )	1000	11760 - PROB SOLV DT CRD DIF	N/A	N/A	11760	1,539	0.00	100
CE-ESSA T1 Schools( 7S046 )	2700	26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	30089297	N/A	26288	65,473	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	4,271	0.00	100
CE-ESSA T1 Schools( 7S046 )	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	12,996	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will use best practices, and differentiated instruction strategies that address at risk students including English Learners using strategies learners such as small group, Kagan strategies.	08/13/2018 06/07/2019	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every Core teacher implements the strategies learned during professional development. Teacher observation forms, increased student in A-G with "D" better on track, increased graduation. Principal , Assistant principal.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Other Non-Instructional contract Toshiba</p> <p>Purchase maintenance agreements for copiers used in making student intervention materials, supplement teaching material and for school-home communications with parents/guardians: The equipment is located in the Instructional Media Center where teachers have access to duplicate materials and students have access from the attached student computer Lab. (Funded: 50% 7S046 and 50% 3027)</p>	<p>07/01/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every Core teacher implements the strategies learned during professional development. Teacher observation forms, increased student in A-G with "D" better on track, increased graduation. Principal , Assistant principal.</p>
<p>IT Support Technician</p> <p>Will insure that connectivity problems are resolved make sure computing devices and peripherals are properly connected to the local area network.</p> <p>Will set-up, operate, and maintain various audio-visual equipment including: LC D projectors, televisions, laptops, VCR 's, D VD players, overhead projectors, video cameras, and other multimedia equipment.</p> <p>Will update and maintain computer equipment to ensure students are able to access on-line tools and programs during class and in intervention classes outside the school day.</p> <p>Provide technology workshops for teachers, parents and students.</p>	<p>07/01/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every Core teacher implements the strategies learned during professional development. connectivity. Student access to technology, increased student in A-G with "D" better on track, increased graduation. Principal , Assistant principal.</p>
<p>Maintenance Of Equipment</p> <p>Duplo contract for 2018-2019 school year (Funded: 50% 7S046 /50 with 3027). \$1632.00 each account Teachers will be able to make multiple of differentiated lessons to support student achievement.</p>	<p>07/01/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every Core teacher implements the strategies learned during professional development, increased student in A-G with "D" better on track, increased graduation. Principal , Assistant principal.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	2100	25690 - ITSUPPORT TECH C1T/4 (6 Hrs / 5 Days)	30441480	N/A	25690	56,869	1.00	100
CE-ESSA T1 Schools( 7S046 )	2100	50147 - MAINTENANCE OF EQUIP	N/A	N/A	50147	1,632	0.00	100
CE-ESSA T1 Schools( 7S046 )	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	10,000	0.00	100
CE-ESSA T1 Schools( 7S046 )	2100	25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	30408899	N/A	25690	69,491	1.00	100

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

*Academic : 100% Graduation*

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Secondary Academic Counselor (1)</p> <p>To reduce the student-to-counselor ratio and provide a more personalized monitoring of their progress towards meeting grade level requirements and increasing graduation rate. Provides supplementary educational support services to all students.</p> <ul style="list-style-type: none"> <li>• Conduct conferences with students and parents/guardians to create, maintain, and monitor the student's Individualized Graduation Plan (IGP).</li> <li>• Ensure that all students have access to A-G courses</li> <li>• Monitor and evaluate A-G course offerings</li> <li>• Provide individual, parent and group counseling and guidance to students in the academic, personal/social, and career domains;</li> </ul> <p>Connect students with appropriate resources</p>	<p>07/23/2018 06/25/2019</p>	<p>Principal, AP, CPA Teacher. Student progress will be evaluated using pre-test and posttest. CPA will assist and support in conducting the intervention student activities identified by program needs and work directly with students. Counselor will meet with Principal, AP, CPA, teacher and parent to review student data and discuss supplemental academic support options for at risk students not meeting grade level standards.</p>
<p>IT Support Technician (2)</p> <ul style="list-style-type: none"> <li>• Will insure that connectivity problems are resolved make sure computing devices and peripherals are properly connected to the local area network.</li> <li>• Will set-up, operate, and maintain various audio-visual equipment including: LC D projectors, televisions, laptops, VCR 's, D VD players, overhead projectors, video cameras, and other multimedia equipment.</li> <li>• Will update and maintain computer equipment to ensure students have access to technology after the regular school day.</li> </ul>	<p>07/23/2018 06/11/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every ELA teacher implements the strategies learned during professional development. Student access to technology and classroom connectivity.</p>
<p>Tier III courses, Intensive Instruction and Intervention: The classes will be offered twice a year with a focus on seniors and juniors needing A-G courses. Alternative instruction delivery systems</p> <ul style="list-style-type: none"> <li>• APEX and Edgenuity which includes teacher training</li> <li>• READ 180 will continue to provide support for students far below basic in English Language Arts</li> <li>• Achieve 3000</li> <li>• Boys and Girls Club after school tutoring</li> <li>• Individual teacher tutoring before and after school</li> <li>• Credit recovery classes in ELA and Math</li> </ul>	<p>09/23/2018 05/20/2019</p>	<p>Principal, AP, CPA Teacher. Student progress will be evaluated using pre-test and post test. CPA will assist and support in conducting the intervention student activities identified by program needs and work directly with students. Counselor will meet with Principal, AP, CPA, teacher and parent to review student data and discuss supplemental academic support options for at risk students not meeting grade level standards.</p>
<p>CPA will analyze student data to develop school based intervention programs, work with teachers and counselors to offer and lead classes. Maintain program mandated records of ELA and Math intervention classes.</p>	<p>08/27/2018 05/27/2019</p>	<p>Principal, AP, CPA Teacher. Student progress will be evaluated using pre-test and post test. CPA will assist and support in conducting the intervention student activities identified by program needs and work directly with students. Counselor will meet with Principal, AP, CPA, teacher and parent to review student data and discuss supplemental academic support options for at risk students not meeting grade level standards.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Tutor Teacher X Time Pay ELA , Math teachers to provide intervention tutoring and credit recovery classes before and after the regular school day for at risk student in core subjects. To close the achievement gap and increase number of student at grade level that met A-G requirements and increase the school's graduation rate.</p> <p>Classes will usually be held on T-TH 3-5 PM beginning Sept. ending in May including Classes will also be offered during Winter Break and Spring Break five days a week from 8-2:30 including 30 Min lunch. 496.88 hours for 4 teachers two ELA and two math teachers 20 weeks each.</p>	<p>09/24/2018 05/20/2019</p>	<p>ILT, CPA, Principal, AP, Department chairs will evaluate student grades, assessment data to evaluate the effectiveness of the program and make recommendations. Improved graduation rate and grade level A-G promotion.</p>
<p>Sr. Office Technician • Will provide supplemental clerical services in connection with the categorical funding categorical program and parent engagement, professional development needs from SLC and Departments. • Will provide supplemental support to counseling staff in processing paperwork and providing translation for parent meetings of (Title I, EL, RFEP and SWD) students.</p>	<p>07/23/2018 06/11/2019 New</p>	<p>The Principal, AP, ILT, counselors and CPA will review parent workshop survey and needs assessment to improve workshop offerings, sign in to measure Classroom observation will reflect parent learning and enforcement of protocols and strategies learned</p>
<p>Teacher Assistant Relief Time TA will work with ELA , math, and the parent liaison to provide one on one tutoring after school , assist with organizing instruction and other materials, provide instructional assistance in a computer laboratory, assist with parental involvement activities assist with translation as needed.</p>	<p>07/23/2018 06/11/2019 New</p>	<p>Principal, AP, CPA Teacher. Student progress will be evaluated using pre-test and post test. CPA will assist and support in conducting the intervention student activities identified by program needs and work directly with students. Counselor will meet with Principal, AP, CPA, teacher and parent to review student data and discuss supplemental academic support options for at risk students not meeting grade level standards</p>
<p>Counselor X Time (Non Tutor) To pay counselors outside their regular work day to support the intervention tutoring and credit recovery classes before and after the regular school day for at risk student in ELA and math. Counselor will make parent calls and met with parents and students. Counselor will update student transcripts in real time as students complete work. To close the achievement gap and increase number of student at grade level that met A-G requirements and increase the school's graduation rate.</p> <p>Classes will usually be held T-TH 3-5 PM beginning Sept. ending in May. Classes will also be offered during Winter Break and Spring Break five days a week from 8-2:30 including 30 Min lunch.</p>	<p>09/24/2018 05/20/2019 New</p>	<p>ILT, CPA, Principal, AP, Department chairs will evaluate student grades, assessment data to evaluate the effectiveness of the program and make recommendations. Improved graduation rate and grade level A-G promotion.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )		110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	30405368	N/A	110161	115,775	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10701 - TCHR AST RELIEF	N/A	N/A	10701	5,400		100
CE-ESSA T1 Schools( 7S046 )	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	39,289	0.00	100
CE-ESSA T1 Schools( 7S046 )	3110	14690 - COUNS X (NON-TUTOR)	N/A	N/A	14690	20,000	0.00	100

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

*Academic : 100% Graduation*

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>CPA, will work with with Parent Resource Liaison, Academic, PSA, and PSW counselors, and school support staff to build a stronger connection between the parents and the school. Developing and building parent capacity and partnership to support the academic goals of Title I students. Through workshops and informational meetings. Many of these topics will also have web-based resources.</p> <ul style="list-style-type: none"> <li>• Changing graduation requirements</li> <li>• Understanding Smarter Balance</li> <li>• Understanding the Common Core State Standards in</li> <li>• Helping at risk High School students succeed</li> <li>• Changing Graduation Requirements Workshop</li> <li>• 16 Habits of Mind Strategies</li> <li>• Workshops on resources available to parents such as: Boys and Girls Club,tutoring Before and After School, and academic credit recovery classes.</li> <li>• Parent workshop on computer literacy.</li> <li>• Post secondary opportunities, financial aid and requirements of college and universities.</li> <li>• Parent Portal Access support</li> </ul>	<p>09/20/2018 05/23/2019</p>	<p>The Principal, AP, ILT, counselors and CPA will review parent workshop survey and needs assessment to improve workshop offerings. Workshop evaluations forms will be used to assess parent learning. Classroom observation will reflect parent learning and enforcement of protocols and strategies learned</p>
<p>Parent Resource Liaison</p> <p>Will support teachers, CPA, Counselor, Principal and clerical staff to coordinate and present parent meetings, and trainings that will help parents support their students.</p>	<p>07/23/2018 05/23/2019</p>	<p>The Principal, AP, ILT, counselors and CPA will review parent workshop survey and needs assessment to improve workshop offerings. Workshop evaluations forms will be used to assess parent learning. Classroom observation will reflect parent learning and enforcement of protocols and strategies learned</p>
<p>Secondary Academic Counselor</p> <p>Will provide parent guidance to students in the academic, personal/social, and career domains</p>	<p>09/20/2018 05/23/2019</p>	<p>The Principal, AP, ILT, counselors and CPA will review parent workshop survey and needs assessment to improve workshop offerings. Workshop evaluations forms will be used to assess parent learning. Classroom observation will reflect parent learning and enforcement of protocols and strategies learned</p>
<p>Sr. Office Technician</p> <ul style="list-style-type: none"> <li>• Will provide supplemental clerical services in connection with the categorical funding categorical program, Professional Development needs from SLC and Departments.</li> <li>• Will provide supplemental support to counseling staff in processing paperwork and providing translation for parent meetings of (Title I, EL, RFEP and SWD) students.</li> </ul>	<p>07/23/2018 06/11/2019</p>	<p>The Principal, AP, ILT, counselors and CPA will review parent workshop survey and needs assessment to improve workshop offerings. Workshop evaluations forms will be used to assess parent learning. Classroom observation will reflect parent learning and enforcement of protocols and strategies learned</p>



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
IT Support Technician (2) • Will insure that connectivity problems are resolved make sure computing devices and peripherals are properly maintained and connected to the local area network for parent workshops and activities. • Will set-up, operate, and maintain various audio-visual equipment including: LC D projectors, televisions, laptops, VCR 's, D VD players, overhead projectors, video cameras, and other multimedia equipment for parent workshops and activities.	07/23/2018  06/11/2019	The Principal, AP, ILT, counselors and CPA will review parent workshop survey and needs assessment to improve workshop offerings. Workshop evaluations forms will be used to assess parent learning. Access to technology and connectivity. Classroom observation will reflect parent learning and enforcement of protocols and strategies learned

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 LANGUAGE ARTS**

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

**1. List key findings related to 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**

My Data ELA SBAC comparison by school year report demonstrates that Banning exceeds both the LAUSD and the Local District South performance percentages in all categories. The data shows the following for Banning:

1. Students in Exceeds Standard category has increased by 2 percentage points in 2016-2017 from 2015-2016 data from 16% and 14% respectively. There is a seven percentage point improvement from 2014-2015 data 9% to 16% respectively
2. In the Standard Met category there was a six percentage point drop in 2016-2017 when compared to 2015-2016 scores 33% from 39% respectively. There was a five percentage point increase in this category when compared to the 2014-2015 data 28% to 33% respectively.
3. In the Nearly Met category there was a two percentage point drop in 2016-2017 when compared to 2015-2016 scores 27% from 29% respectively. There was a one percentage point decrease in this category when compared to the 2014-2015 data 28% to 27% respectively.
4. There was an increase in the Standard Not Met category in 2016-2017 when compared to 2015-2016 scores 24% from 18% respectively. There was an eleven percentage point decrease in this category when compared to the 2014-2015 data 35% to 24% respectively.
5. Further analysis reveals that although ahead of both the LAUSD and the Local District South performance score percentages, Banning lost four percentage points in Standard Met or Exceeded when comparing the 2017 and the 2016 data 49% from 53%. In the Standard Not Met or Nearly Met categories Banning increased four percentage points when comparing the 2017 and the 2016 data 51% from 47%.
6. Misis FOCUS reports 92% of the 2018 class has met their ELA graduation requirements.

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

1. Teacher observations, student grades and common ELA publisher grade level assessments and Interim Assessment Blocks (IAB) reveal that (SEL) and (RFEP) student populations enter the 9th grade with poor reading, writing, listening, research and inquiry and over all time management and study skills.
2. Many students have low reading lexile levels and need additional help and support in referencing, inference and responding to academic and narrative text.
3. Students in all grades 9-12, have very low academic vocabulary in the four content core classes ELA, Math, Science and History which impedes their academic achievement during their high school career.
4. Many (LEP) students have low language skills in their native language making language acquisition in English a struggle.
5. The school has an 90% Title I poverty level. Many students have stress directly associated to poverty. Students' social-emotional issues hinder their academic achievement.
6. Many parents do not have a higher educational background or the skills to support their student's academically at home.

**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**

Phineas Banning High School is on track to met its goals.

1. The school will continue to offer Intervention and credit recovery classes to students struggling with ELA skills outside of the regular school day with the support of teaching assistants in the classroom.
2. Teachers meet outside of the regular school day by grade level PLC to plan common thematic lessons to increase reading and writing across the Core curriculum. They will also practice implementing differentiated instructional strategies that support struggling learners including ELD stuent.
3. Teachers will continue to attend professional development outside of the regular school day to embed and implement strategies to build students constructive conversation skills: create, clarify fortify and negotiate.
5. Teachers will continue to have professional development cycle of inquiry and NCTE's "Connecting Assessment Data to Everyday Instructional Planning."
6. Continue to offer one on one reading, writing support after school.
7. Continue to offer Rosetta Stone language acquisition program time after school.
8. Teachers will attend professional conferences to learn best practices in reading, language acquisition and writing.

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

The school dropped SBAC scores in ELA . The school is in the process of working with the ELA department to analyze data and develop a plan for professional development that will focus on best practices strategies to support student capacity in all performance tasks of SBAC for 9, 10 and 11th grade classes.

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

Not Applicable

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

Continue to exceed the LAUSD and LD South ELA SBAC scores in Met/Exceeds Standard by 10% points by June 2019.

\*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*

<b>Strategies</b>		
<b>Strategies, Actions and Tasks</b>	<b>Action Begin &amp; End Date Status</b>	<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</b>
The English Department will participate in schoolwide professional development focusing on argumentative and expository writing across content areas. Meaningful applications will connect the implementation of California Common Core Standards (CCSS) with the Cycle of Continuous Improvement: 1). Analyzing achievement data and identifying students' needs. 2). Understanding the structure of and rigor of (CCSS). 3). Planning units of study refine and improve and implement daily lessons aligned to the (CCSS) and Performance tasks to meet the needs of at risk students.	07/01/2018 06/30/2019	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every ELA teacher implements the strategies learned during professional development. Teacher evaluations of the ELA professional development training will be reviewed by the ILT team to inform and modify future training as needed.
Categorical Program Advisor (CPA) will assist in development, support and support ELA professional development activities. Support the implementation of identified program needs.	07/01/2018 06/30/2019	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every ELA teacher implements the strategies learned during professional development. Teacher evaluations of the ELA professional development training will be reviewed by the ILT team to inform and modify future training as needed.
Problem Solving Data Coordinator will facilitate the management and interpretation of student data, SBAC, RI and student grades. Assist teachers and staff in accessing, sharing, interpreting and evaluating data from various sources.	07/01/2018 06/30/2019	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every ELA teacher implements the strategies learned during professional development. Teacher evaluations of the ELA professional development training will be reviewed by the ILT team to inform and modify future training as needed.
<p>Teacher Release Day</p> <p>Before the end of each problem-solving cycle, teachers conduct peer observations throughout the day known as Pilot Walks. During this time, teachers observe and evaluate the progress of students reading and writing in all Core content areas ELA and Social Studies in 9-12 classes. Teacher observers will then make recommendations for next steps to enhance common unit lessons and assessments.</p> <p>Fall (2) 1st week Sept. and Nov. Spring (2) 1st week Feb and April</p>	08/27/2018 04/17/2019	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every ELA teacher implements the strategies learned during professional development. Teacher evaluations of the ELA professional development training will be reviewed by the ILT team to inform and modify future training as needed.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Tchr X Time (Non Tutor)professional development the ELA department will focus on Grade Level Standards, materials, and pacing. Teachers will shares strategies, teacher-to-teacher suggestions, and recommendations for differentiated instruction.</p> <p>During department Course level meetings teacher will use time to study and engage in continuous inquiry and collaborative planning, goal setting, and monitoring student progress. Teacher will use Critical Friends and Habits of Mind Strategies and Protocols. Teachers will continue building capacity in: Assessment Literacy and Formative Assessments, accessing and using data;( including SBAC, student grades, student samples, observations, teacher reflections, WASC study) to address student need specially in the at risk student population (including the economically disadvantaged, English Learners and students with disabilities) .</p> <ul style="list-style-type: none"> <li>• Continue the Professional Development on the Cycle of Continuous improvement and the Teaching and Learning Framework to acquire a deeper knowledge of CCSS instructional shifts. PLC groups will:                     <ol style="list-style-type: none"> <li>1. Analyze Achievement Data and identify students' instructional needs.</li> <li>2. Understand the instructional rigor of the Common Core State Standards (CCSS).</li> <li>3. Plan units of study implementing lessons aligned to the CCSS.</li> <li>4. Evaluate student work to access the effectiveness of the strategies employed and the mastery of achievement.</li> </ol> </li> </ul>	<p>08/06/2018 06/30/2019 New</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every ELA teacher implements the strategies learned during professional development.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	2,154	0.00	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
<p>CSR Teacher Secondary (ELA) (3)</p> <p>Purchase two highly qualified teachers in ELA to reduce class sizes in an effort to close the achievement gap and increase proficiency rates of at risk students such REFP, homeless, Title I and EL's. Teacher will be able to provide differentiated lessons based on the CCSS such as pull out, pull in and collaborative groups.</p>	<p>07/07/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every ELA teacher implements the strategies learned during professional development.</p>
<p>Day to Day Subs (Benefited)</p> <p>4 days each CSR Teacher for benefited illness. Total 8 days.</p>	<p>07/07/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every ELA teacher implements the strategies learned during professional development.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>In order to maximize instructional time teachers will:</p> <ul style="list-style-type: none"> <li>• Develop implement and reflect on daily lessons aligned to the (CCSS) and performance tasks. Teachers will incorporate strategies such as but not limited to: (SDAIE strategies, UCLA -Center X Professional Strategies and Access and Culturally Relevant and Responsive Education (CRRE) strategies) aligned with the California Common Core State Standards. Teachers will deliver differentiated lessons by delivering content using diverse materials and teaching methods. Through processes such as solo, small-group, and large-group activities that will allow different learners absorb lesson content. Students will be able to demonstrate their understanding of content in variety of ways such as test, projects and artistic presentations.</li> <li>• Teachers will use strategies such as: Academic Language Development using info graphics, Advanced Graphic Organizers, Annotating Text, Concept Maps and Graphic organizer, playing videos, think-pair-share, allotting time for students to create artistic interpretations of lessons such as acting out, illustrating or creating a media presentation of key lesson points.</li> </ul>	<p>08/13/2018 05/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every ELA teacher implements the strategies learned during professional development.</p>
<p>Teacher Assistants (3) will assist with organizing instructional and support instructional materials, provide instructional assistance in a computer laboratory, and provide support in the classroom, library, and media center. Under the direct supervision of a highly qualified teacher, provides direct support of instruction in ELA. The Teacher Assistant will work with identified at-risk students in small groups and in one-on-one settings to reteach and provide instructional support in the classrooms. The TA may also work after school with teachers implementing the tutoring program.</p>	<p>07/01/2018 06/30/2019 New</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate.</p>
<p>Curricular Trips</p> <p>* LACMA - Math and ELA classes with visit the museum as a culminating activity to experience culture and art outside of their local environment of Wilmington. Students will use the language of mathematics, descriptive vocabulary and writing skill developed in ELA classes to write an expository essay . 10th and 11th grade 90 students (4) Buses</p>	<p>02/27/2018 05/30/2019 New</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30402196	N/A	13641	111,682	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30438302	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)	30438300	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)	30438301	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30402197	N/A	13641	111,682	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	15,300		100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	627	0.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	2,868	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Secondary Academic Counselor ( 1) Counselors will work before and after school to provide to all grades personalized: academic counseling, early intervention; (monitor student progress, and support teacher and students in intervention and remediation, parent engagement workshops, parent meetings for intervention counseling providing guidance and enrollment in tutoring, intervention classes and credit recovery classes.</p>	<p>07/23/2018 06/25/2019</p>	<p>Principal, CPA , Academic counselor and teachers will be responsible for monitoring progress. Student grades, student sign in sheets.</p>
<p>Tutor Teacher X Time Pay ELA, teachers to provide intervention tutoring and credit recovery classes before and after the regular school day for at risk student in core subjects. To close the achievement gap and increase number of students meeting grade level standards, and increase graduation rate.  Classes will usually be held T-TH 3-5 PM beginning Sept. ending in May. Classes will also be offered during Winter Break and Spring Break five days a week from 8-2:30 including 30 Min lunch.</p>	<p>07/20/2018 05/27/2019</p>	<p>ILT, CPA, Principal, AP, Department chairs will evaluate student grades, assessment data to evaluate the effectiveness of the program and make recommendations. Improved graduation rate and grade level AG promotion.</p>
<p>Teacher Assistants (3) will assist with organizing instructional and support materials, provide instructional assistance in a computer laboratory, and provide support in the classroom. Under the direct supervision of a highly qualified teacher, provides direct support of instruction in ELA. The Teacher Assistant will work with identified at-risk students in small groups and in one-on-one settings to reteach and provide instructional support in the classrooms. The TA may also work after school with teachers implementing the tutoring program.</p>	<p>07/23/2018 06/11/2019 New</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate.</p>
<p>Teacher Assistant Relief Time TA will work with ELA to:provide one on one tutoring after school , assist with organizing instruction and other materials, provide instructional assistance in a computer laboratory, assist with parental involvement activities and provide support in the library and the media center and act as a translator as needed.</p>	<p>08/20/2018 05/27/2019 New</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate.</p>

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



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

*Academic : English Language Arts*

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CPA, Parent Resource Liaison, Academic Counselor, and PSA and PSW counselors and school support staff will build a stronger connection between the parents and the school. They will help develop and build parent capacity and partnership to support the academic goals of Title I students. Many of these topics will also have web based resources. <ul style="list-style-type: none"> <li>• Accessing information on Parent portal</li> <li>• Understanding Smarter Balance</li> <li>• Understanding the Common Core State Standards in</li> <li>• Helping At-Risk High School students succeed</li> <li>• A-G Courses</li> <li>• Reading Comprehension Workshop</li> <li>• Workshops on resources available to parents such as: Boys and Girls Club, Tutoring Before and After School, Credit recovery classes.</li> <li>• Parent workshop on computer literacy.</li> <li>• Administrators, coordinators, counselors, and teachers will utilize formative and summative data to communicate student progress during PHBAO and teacher conferences, Open House and Back-to-School Night.</li> </ul>	07/07/2018 06/30/2019	The Principal, AP, ILT, counselors and CPA will review parent workshop survey and needs assessment to improve workshop offerings. Workshop evaluations forms will be used to assess parent learning. Classroom observation will reflect parent learning and enforcement of protocols and strategies learned
Parent Resource Liaison  Will support teachers, CPA, Counselor, Principal and clerical staff to coordinate and present at parent meetings, and training that will help parents support their students.	07/07/2018 06/30/2019	The Principal, AP, ILT, counselors and CPA will review parent workshop survey and needs assessment to improve workshop offerings. Workshop evaluations forms will be used to assess parent learning. Classroom observation will reflect parent learning and enforcement of protocols and strategies learned

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

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

1. My Data (SBAC) Math achievement comparison report reflects that in 2016-2017 Banning was 8% above LD South and 12 % points above LAUSD % on Not/Nearly Met Standard.
2. My Data (SBAC) Math achievement comparison report reflects that in 2016-2017 Banning exceeds % Met/Exceed Standards of LD South by 13% and LAUSD by 12 % points.
3. Further data analysis of Math (SBAC) data shows that all areas tested need improvement:
  - a. Concept and Procedures: 58% of students tested are below standard
  - b. Problem Solving and Modeling/Data Analysis: 50% of students tested are below standard
  - c. Communicating and Reasoning: 34% of students tested are below standard

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

1. Many at risk students, have very low academic vocabulary and low reading lexile levels which makes it difficult for them to understand the academic text.
2. Students lack of fluency in the use of math tools such as: calculators, protractors, compass, and information graphs and tables.
3. Low extrinsic and intrinsic motivation to learn math. This situation is due to several factors, one of which is the lack of connection of subject matter to real life application.
4. Low basic numeracy skills which hampers their ability succeed in high school grade level math course work.
5. Students are not accustomed to expressing their reasoning in problem solving in a verbal or written manner.

**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**

1. Entering 9th grade students are programmed in a math skills support class in addition to their grade level (Alg. I,Geo., Alg. 2) math class.
2. Teachers are receiving professional training in EL access strategies that are being used school-wide.
3. Teachers are also attending professional development to learn writing strategies for writing across the curriculum.
4. Math teachers meet as a department and also in grade level PLC to evaluate student data and student work, develop common lessons and assessments.
5. Teachers are attending conferences and training to learn how to incorporate and implement lessons that have technology and real life applications.
6. Over the last three years, Phineas Banning High School offered Intervention classes to students struggling with Math in Algebra I, Algebra II and Geometry.

**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**

Not applicable

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

Not applicable

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

Increase the California Assessment for Student Performance and Progress (CAASSPP) test results for math for Standard Met: Level 3 from 14.5% to 20% by June 2019.

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

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

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

*Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Math Department be involved in grade level PLC groups to evaluate student data and student work. They will develop common lessons using access and differentiating strategies to address student needs. Teachers will also develop common assessments. Lead teachers will attend conferences that focus on technology and best practices. They will in turn lead professional development for their Math department PLC</p> <p>1. Teachers will continue to receive professional development support from Springboard coaches and or Local District South Math Coordinators to gain proficiency in the print and digital component of the program.</p> <p>2. Math lead teachers will attend conferences such as but not limited to CMC -South - Oct 2017 Math Assoc of America - Jan 2018</p>	<p>07/07/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development.</p> <p>Teacher evaluations of the Math professional development training will be reviewed by the LT team to inform and modify future training as needed.</p>
<p>Categorical Program Advisor (CPA) will assist and support in conducting the professional development activities. Such as assisting ILT and Grade level PLCs to develop, support direct, implement and or coordinate the identified program needs.</p>	<p>07/07/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development.</p> <p>Teacher evaluations of the Math professional development training will be reviewed by the LT team to inform and modify future training as needed.</p>
<p>Problem Solving Data Coordinator will facilitate the management and interpretation of data SBAC and student grades. Develop, within the school, a shared meaning of data and the ability to access data from various sources.</p>	<p>07/07/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development.</p> <p>Teacher evaluations of the Math professional development training will be reviewed by the LT team to inform and modify future training as needed.</p>
<p>Teacher Release Day Before the end of each problem-solving cycle, teachers conduct peer observations throughout the day known as Pilot Walks. During this time, teachers observe and evaluate the progress of students reading and writing in all Core content areas Math, Science in 9-12 classes. Teacher observers will then make recommendations for next steps to enhance common unit lessons and assessments. Fall (2) 1st week Sept. and Nov. Spring (2) 1st week Feb and April</p>	<p>09/03/2018 04/05/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development.</p> <p>Teacher evaluations of the Math professional development training will be reviewed by the LT team to inform and modify future training as needed.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher X Time Non Tutor The Math department will focus on Grade Level : Standards, materials, and pacing. Teachers will shares strategies, teacher-to-teacher suggestions, and recommendations for differentiated instruction.</p> <p>During department Course level meetings teacher will use time to study and engage in continuous inquiry and collaborative planning, goal setting, and monitoring student progress. Teacher will use Critical Friends and Habits of Mind Strategies and Protocols. Teachers will continue building capacity in: Math grade level skills using Math Literacy and Formative Assessments results, accessing and using data including: SBAC, student grades, student samples, observations, teacher reflections, WASC study to address student need specially in the at risk student population (including the economically disadvantaged, English Learners, RFEP and students with disabilities) .</p> <p>Continue the Professional Development on the Cycle of Continuous improvement and the Teaching and Learning Framework to acquire a deeper knowledge of CCSS instructional shifts. PLC groups will:</p> <ol style="list-style-type: none"> <li>1. Analyze Achievement Data and identify students' instructional needs.</li> <li>2. Understand the instructional rigor of the Common Core State Standards (CCSS).</li> <li>3. Plan units of study implementing lessons aligned to the CCSS.</li> </ol> <p>Teachers will meet before school starts to prepare common lessons and review best practices and strategies. They will also meet after each grading period to access data and</p>	<p>08/06/2018 06/30/2019 New</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate.</p>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>(3) CSR Teacher Math- Purchase highly qualified teacher in Math to reduce class sizes in an effort to close the achievement gap and increase proficiency in meeting grade level standards and increase graduation rate of students. Teacher will be able to better offer differentiated lessons with a smaller class to support at risk students to include Title I, homeless, RFEP and SEL student.</p>	<p>07/07/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development.</p> <p>Teacher evaluations of the Math professional development training will be reviewed by the ILT team to inform and modify future training as needed.</p> <p>Class room visits, increased AG math requirement met with "D" or better. Principal/ Assistant Principal/ CPA</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Day to Day Subs (Benefited) - Math 12 days, to cover subs for benefited illness for (3) CSR Teachers</p>	<p>07/07/2018 06/30/2019</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development. Teacher evaluations of the Math professional development training will be reviewed by the ILT team to inform and modify future training as needed. Class room visits, increased AG math requirement met with "D" or better. Principal/ Assistant Principal/ CPA</p>
<p>Curricular Trips * LACMA - Math and ELA classes with visit the museum as a culminating activity to experience culture and art outside of their local environment of Wilmington. Students will use the language of mathematics, descriptive vocabulary and writing skill developed in ELA classes to write an expository essay. Students will identify 2D and 3D forms in describing their observation of artists' use of color shapes and lines. 90 students * Math and Science students experience the Tall Ships trip. Students will be involved in the following academic activities: CHEMISTRY- Water analysis: PH, salinity, temperature (thermocline), turbidity, dissolved oxygen. BIOLOGY- Cell biology (organelles), phytoplankton/zooplankton, prokaryote vs. eukaryote, taxonomy. ECOLOGY/Environmental Science- Marine ecosystems, watersheds, trophic levels/ food webs, human impacts, ocean acidification, weather/climate, marine pollution PHYSICS- Buoyancy, waves (water &amp; wind), mechanical advantage, speed/distance, force &amp; motion. MATHEMATICS- Geometry, algebra and simple calculus through nautical maps navigation ROBOTICS – Professional Remote Operated Vehicle launch: research, data collection &amp; analysis All students will receive a "Logbook" with worksheets and formative assessments will be completed during the research voyage. Students will be immersed in and experience professional field activities or used as lab notebooks. 90 students (2) buses  * Math and robotics students will attend the ATX conference to experience the latest innovation in manufacturing engineering, aerospace, and medical developments. Students will experience 21st Century technological developments. They will write an expository essay on their experiences and observations at the show and how these experiences it connect to their classroom work. 50 students (1) bus</p>	<p>09/18/2018 06/30/2019 New</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development. Teacher evaluations of the Math professional development training will be reviewed by the ILT team to inform and modify future training as needed. Class room visits, increased AG math requirement met with "D" or better. Principal/ Assistant Principal/ CPA</p>
<p>Teacher Assistants (3) will assist with organizing instructional and support instructional materials, provide instructional assistance in a computer laboratory, and provide support in the classroom. Under the direct supervision of a highly qualified teacher. The Teacher Assistant will work with identified at-risk students in small groups and in one-on-one settings to reteach and provide instructional support in the classrooms.</p>	<p>07/01/2018 06/30/2019 New</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every teacher implements the strategies learned during professional development. Instructional Leadership Team, teachers, counselor, CPA, and SSC will review and analyze data on an ongoing basis to improve instructional programs, decrease the D-F rate, and raise graduation rate.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>In order to maximize instructional time teachers will:</p> <ul style="list-style-type: none"> <li>Develop implement and reflect on daily lessons aligned to the (CCSS) and performance tasks. Teachers will deliver differentiated lessons by delivering content using diverse materials and teaching methods. Through processes such as solo, small-group, and large-group activities that will allow different learners absorb lesson content. Teachers will use charts, spoken and written direction Re Students will be able to demonstrate their understanding of content in variety of ways such as test, projects and artistic presentations.</li> <li>Teachers will use strategies such as: Academic Language Development using info graphics, Advanced Graphic Organizers, Annotating Text, Concept Maps and Graphic organizer, playing videos, think-pair-share, language banks, prompting.</li> </ul>	<p>07/01/2018 06/30/2019 New</p>	<p>Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development. Teacher evaluations of the Math professional development training will be reviewed by the ILT team to inform and modify future training as needed. Class room visits, increased AG math requirement met with "D" or better. Principal/ Assistant Principal/ CPA</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30418767	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools( 7S046 )		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30440735	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	4,302	0.00	100
CE-ESSA T1 Schools( 7S046 )	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30440736	N/A	13644	111,682	1.00	100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Tutor Teacher X Time To provide intervention tutoring and credit recovery classes before and after the regular school day for at risk student in core subjects. To close the achievement gap and increase number of student at grade AG met and increase graduation rate. Based on the data analysis findings, the math credit recovery program will continue to address the achievement gap and increase the proficiency rates in the at risk student population enrolled I Algebra I Geometry and Algebra II at risk of not meeting grade level standards. The classes will be offered twice a year on an eight week cycle before school (zero period), after school (8th period) and Saturdays as needed. Pretest sand post-test swill be used to measure a student's proficiency and progress in mastering the math concepts.</p> <ul style="list-style-type: none"> <li>ALEKs Intervention program, Edgenuity, site license will be purchased.</li> <li>Teacher provided materials will be used.</li> <li>Upgrade and maintenance of Title I computers in Media Lab will be necessary.</li> </ul> <p>Classes will usually be held T-TH 3:15-4:15 PM Beginning Sept. ending in May</p>	<p>09/17/2018 05/20/2019</p>	<p>Principal, AP, CPA Teacher. Student progress will be evaluated using pre-test and posttest. CPA will assist and support in conducting the intervention student activities identified by program needs and work directly with students.Increased number of students at A-G "D" or better on target.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Secondary Academic Counselor: to reduce the present large caseload of approximately (600) students to be closer to the recommended (300) students. A smaller case load would allow the counselor to follow at risk students' progress more proactively. Will work before and after school to provide to all grades personalized: academic counseling, early intervention; (monitor student progress, and refer students to intervention and remediation, parent engagement workshops, intervention counseling by providing guidance and enrollment in tutoring, intervention classes and credit recovery classes.	07/23/2018 06/25/2019	Principal, AP, CPA Teacher. Student progress will be evaluated using pre-test and posttest. CPA will assist and support in conducting the intervention student activities identified by program needs and work directly with students. Increased number of students at A-G "D" or better on target.
Categorical Program Advisor (CPA) will assist ILT, PLC and counselors in development, support and conducting professional development activities. Support the implementation of identified program needs.	09/03/2018 06/11/2019	Principal, AP, CPA Teacher. Student progress will be evaluated using pre-test and posttest. CPA will assist and support in conducting the intervention student activities identified by program needs and work directly with students. Increased number of students at A-G "D" or better on target.
Teacher Assistant Relief Time TA will work with students to provide tutoring after school. Classes will usually be held T-TH 3:15-4:15 PM Beginning Sept. ending in May	09/17/2018 05/27/2019 New	Principal, AP, CPA Teacher. Student progress will be evaluated using pre-test and posttest. CPA will assist and support in conducting the intervention student activities identified by program needs and work directly with students. Increased number of students at A-G "D" or better on target.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CPA, Parent Resource Liaison, Academic Counselor, and PSA and PSW counselors and school support staff will build a stronger connection between the parents and the school. They will help develop and build parent capacity and partnership to support the academic goals of Title I students. Many of these topics will also have web based resources. <ul style="list-style-type: none"> <li>• Accessing information electronically</li> <li>• Understanding Smarter Balance testing goal requirements</li> <li>• Understanding the Common Core State Standards</li> <li>• Helping at risk High School students at home to succeed</li> <li>• AG requirements</li> <li>• 16 Habits of Mind Strategies</li> <li>• Workshops on resources available to parents such as: Boys and Girls Club, Tutoring Before and After School, Credit recovery classes.</li> <li>• Math Practices</li> </ul>	09/20/2018 05/23/2019	Phone call Logs, meeting sign- in, survey and evaluations after meetings trainings, events and workshops will demonstrate effectiveness of information and material presented. Parent attendance at: meeting, workshops and school events. Principal, Assistant Principal, CPA, Parent Resource Liaison



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:**

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

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

1. The Misis FOCUS EL Dashboard report the school has 209 EL students.
2. Of these students 86 or 41% of the EL population is SPED at the H or G category needing grades ,RI /SBAC and the new ELPAC to reclassify.
3. Of the 123 students not classified SPED.
  - \* 62 students are category H or G
  - \* 61 students are in category C,D, E or F

The school's A-G "D" or Better Requirement:

- \* class of 2018 is 89% on track to graduate with 10% in Tier 1 and 0% in Tier 2 and 1% in tier 3
- \* class of 2019 is 48% on track to graduate with 26% in Tier 1 and 11% in Tier 2 and 15% in tier 3
- \* class of 2020 is 59% on track to graduate with 24% in Tier 1 and 7% in Tier 2 and 10% in tier 3
- \* class of 2021 is 64% on track to graduate with 35% in Tier 1 and 1% in Tier 2 and 0% in tier 3

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

1. Based on classroom observations, the school has a large population of new comers that have limited education in their native language. Some have have identified as SPED. This student population also have additional social emotional and economic stressors that impede their academic achievement.
2. There is a continued need to focus on foundation literacy in the Structured English Immersion program due to a shift in age demographics and students' educational experiences in their country of origin.  
This Potential LTEL population has a large number of newcomers that are advanced adolescent students who are at-risk of dropping out due to their attendance, academic and social, emotional and econimic needs needs.
3. Many of the new comer student population have been identified as having social, emotional,psychiatric needs, and or special needs that are affecting their learning.
4. There is an ongoing need to program students with teachers trained to address the academic and language needs of the EL student population.
5. There is an ongoing need for teacher training to create specific academic pathways with language acquisition and academic support.
6. Math teachers report that the majority of students in the Structured English Immersion program need support in the following areas:
  - \* foundation in basic math skills such as computation, calculator use
  - \* Basic arithmetic
  - \* Basic Algebra and Geometry

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

The school is on track to meet its measurable objectives. Strategies to have students participate in credit recovery. Students are participating in small group pull out fro additional support in reading and the use of academic language. Students will continue to participate in pull out and tutoring to receive support in arithmetic and match skills in algebra and geometry.

**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**

1. LTEL teachers will continue to receive training on strategies focused on plan common lessons focused on inference, comprehension, and foundational skills to support EL students in gaining access to the content.
2. The English Learner support team will increase the number of schoolwide professional developments focused on Integrated and Designated ELD. These schoolwide professional development will be focused on developing lesson studies around reading and writing across the curriculum focused on text structures.
3. Teacher Release Time will be used for teachers of English Learners to meet at least once a month to perform data analysis on English Learner data, plan lesson study cycles, and conduct Instructional Rounds to continue planning efforts around student learning and instructional implementation around the ELPAC assessment. This teacher focus group of 6 Designated and 6 Integrated teachers receive professional development once a month during the school day from August to March.
3. The Structured English Immersion program will plan instruction focused on foundational literacy skills. Teachers of English Learners in the Structured English Immersion program will be released during the school day to conduct Instructional Rounds and address the findings through planning lessons and common strategies focused on the specific areas of need.
4. To address the low percentage of English Learners on track to graduate, a support team will devise a plan to increase the percentage. The team will include A-G Diploma Counselor, Restorative Justice Advisor, PSA Counselor, Counselors, EL Designee, Instructional coach, TSP Administrator, etc.
5. The Title III coach and TSP Advisor will hold Tier 3 interventions pull outs focused on inference, reading, and response to text in LTEL classes.
6. An additional Tier 3 intervention cycle will be focused on students who are within 100 point range to pass the Reading Inventory test.

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

Not applicable

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

Increase the EL 2019 cohort A-G with "D" or better on track to graduate by 40 percentage points from 48% to 88% by June 2019.

\*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
Teacher X time PD Banning High teachers will participate in professional development after the school day to continue to analyze student work. Adapt course work to insure application/integration into content courses such as English Language Arts, Science, Social Science, and Mathematics addressing students academicneeds.	09/03/2018 06/30/2019 New	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that ELD teachers implement the strategies learned during professional development. Improvement in RI and ELPAC scores, grades and graduation rate
Teacher release days will be provided to teachers of English Learners to attend professional development, conferences and professional meetings, and peer-observations during the school day to deepen their practice and planning in addressing the instructional needs of English Learners. Teachers of English Learners will focus on implementation of strategies around Scaffolding such as graphic organizers, visual aids, peer help and home language help. Purposeful grouping student grouping will be heterogeneously according to English proficiency and at times homogeneously depending on the purpose of the task. Teachers will check Background knowledge to increase interest and focus on instructional goal. To assist in vocabulary building Extended discussion with classmates after reading or in between multiple readings.	09/03/2018 06/30/2019 New	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that ELD teachers implement the strategies learned during professional development. Improvement in RI and ELPAC scores, grades and graduation rate

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profncny ( 7T197 )	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	16,512	0.00	100

**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
EL Coach and TSP Advisor will provide instructional support specific to the LTEL teachers through: <ul style="list-style-type: none"> <li>• Coaching, consulting, professional development, modeling, lesson planning, student work analysis</li> <li>• Conducts weekly lesson study meetings</li> <li>• Best practices such as but not limited to: cooperative learning, access strategies, Constructive Conversation Skills.</li> <li>• Supports understanding of the new lessons' content and their alignment to the new English Language Development Standards.</li> <li>• Students have opportunities to obtain peer and teacher rubric guided feedback.</li> </ul>	07/07/2018 06/30/2019	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development. TSP, CPA will monitor these students and all English Learners (EL) throughout the year to support their success in the classroom and to make sure they are meeting reclassification criteria.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher Assistants will support EL students in classroom to access academic content with differentiated intruction	08/19/2018 05/30/2019 New	Principal, AP, will conduct regular classroom observations and provide actionable feedback to ensure that every math teacher implements the strategies learned during professional development.TSP, CPA will monitor these students and all English Learners (EL) throughout the year to support their success in the classroom and to make sure they are meeting reclassification criteria.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Problem Solving Data Coordinator will facilitate the management and interpretation of data of English Learners. The data coach will Develop, within the school, a shared meaning of data and the ability to access data from various sources.	07/07/2018 06/30/2019	To measure and monitor student progress review student grades. Provide a pre-assessment and post assessment that deal specifically with English Language Development. Teacher observation and input across the curriculum. Principal, CPA, TSP designee, EL coach, LAT, and EL/LTEL teachers.
TSP Advisor will assist and support in conducting the professional development activities pertaining to English Learners such as collaborating in the Instructional Leadership Team, Grade level PLCs, Designated, and Integrated ELD to develop, support direct, implement and or coordinate the identified English Learner program needs.	07/07/2018 06/30/2019	To measure and monitor student progress review student grades. Provide a pre-assessment and post assessment that deal specifically with English Language Development. Teacher observation and input across the curriculum. Principal, CPA, TSP designee, EL coach, LAT, and EL/LTEL teachers.
Teacher Assistants will work with teachers after school to provide homework and literacy skills support after school.	09/15/2018 05/15/2019 New	TSP AP, TSP Advisor will monitor after school tutoring session, student sign in , grades
Teacher Tutor X Time to pay for after school programs such as tutoring, interventions, credit recovery.. The Instructional Coach provides instructional support to the LTEL teachers that will be conducting intervention classes in English and Math.	09/15/2018 05/15/2019 New	To measure and monitor student progress review student grades. Provide a pre-assessment and post assessment that deal specifically with English Language Development. Teacher observation and input across the curriculum. Principal, CPA, TSP designee, EL coach, LAT, and EL/LTEL teachers.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>TSP AP, TSP Advisor, CPA, Parent Resource Liaison, Academic Counselor, PSA counselors, and other school support staff will build a stronger connection between the parents and the school. During Coffee with the Principal and Master Plan meetings. They will help develop and build parent capacity and partnership to support the academic goals of EL students through workshops and web-based resources.</p> <ul style="list-style-type: none"> <li>• Understanding Reclassification Criteria</li> <li>• Understanding grades</li> <li>• Community Resources</li> <li>• Socio-emotional support in the community</li> <li>• Identification and program options</li> <li>• LTEL Progress and Goal Setting</li> <li>• A-G requirements</li> <li>• Importance of school attendance</li> <li>• EL/ELD standards workshop</li> <li>• EL Master plan</li> <li>• Strengthening Parent Involvement in the community</li> <li>• Accessing Passport</li> <li>• Understanding Smarter Balance, ELPAC, and Reading Inventory Assessments</li> <li>• Understanding the Common Core State Standards</li> <li>• Helping at risk High School students succeed</li> </ul>	<p>07/07/2018 06/30/2019</p>	<p>Phone call Logs, meeting sign- ins will measure parent participation. Survey and evaluations after meetings and workshops will provide parent feedback on effectiveness on of the information and material presented. Students grades and A-G on track to graduate will reflect effectiveness of parent education support workshops. Principal, Assistant Principal, TSP Advisor , Parent Resource Liaison</p>
<p>Teachers/Coordinators/Coaches will plan and lead parent workshops/trainings / EL parent workshops/trainings/ meetings outside of the regular school day.</p> <ul style="list-style-type: none"> <li>• Reclassification and other recognition assemblies with built-in RFEP awareness</li> <li>• English Learner benchmarks, LTEL student goal sheet, ELPAC, Reclassification, SRI, ELD Standards, grades, SBAC</li> <li>• Reading Strategies/Writing strategies</li> <li>• Integrated/Designated ELD</li> <li>• DOK levels of questioning</li> <li>• Use of the agenda planner</li> <li>• Organization and Time Management</li> <li>• A-G Requirements</li> <li>• Community Resources</li> </ul>	<p>07/07/2018 06/30/2019</p>	<p>Phone call Logs, meeting sign- ins, survey and evaluations after meetings trainings, events and workshops will demonstrate effectiveness of information and material presented. Parent attendance at: meeting, workshops and school events. Principal, Assistant Principal, CPA, Parent Resource Liaison</p>

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

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



**1. List key findings related to 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**

1. Banning parent participation has steadily improved in areas such as the monthly Coffee with the Principal meetings. Parent participation grew from 30 in 2016-2017 to 65 in 2017-2018 consistently participating in the monthly meetings. Participation in the School Experience Survey has increased by 10% points for both students and staff and parent participation increased by 2% points from 2015-2016 to the 2016-2017 survey.

2. School feedback Experience Survey, workshop evaluations and Attendance and Main office visit evaluations show that parents feel welcomed and respected at the school. This data also shows that staff and students feel supported at school.

The 2016-2017 School Experience Survey reports that Banning still needs improvement in School Experience Survey participation to meet LAUSD and LD South response rates.

- \* Staff response rate was 82% compared to LD South 88% and LAUSD 84%.
- \* Parent response rate was 82% compared to LD South 88% and LAUSD 84%.
- \* Student response rate was 41% compared to LD South 79% and LAUSD 71%.

3. The Title I data indicates that 89% poverty rate exist in the school population. This factor produces stresses that contributes to familial, medical, social-emotional and behavioral problems.

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

Creating a culture of parent involvement at a high school continues to be a challenge. The school has identified the following reasons for low parent engagement:

- \* Many families have both parents working;
- \* Many parents are at home caring for smaller children or elderly and sick family members;
- \* Many parents do not feel the need to be involved in high school;
- \* Many parents do not feel they have anything to contribute as they did not finish high school;
- \* Many families do not provide inaccurate contact information for the school to reach out and make contact.

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

The school has meet its measurable objectives. The school will continue to personalize and brand its self as the integral part of the community it is.

Some of the strategies that contributed to this success are:

- \* Provide translation services during parent meetings to facilitate communication with parents.
- \* Assist office staff with translation for parents in the Main and Attendance office.
- \* Create equity for English speaking parents by purchasing translation headsets for Spanish speakers to not prolong meetings.
- \* Make information available in various ways, internet, telephone, letters home, parent center and school office.
- \* Continue the parent center effort to reach out to all parents and personally invite them to school meetings and workshops.
- \* Provide parent workshops on various topics to build parent capacity to include:
  1. Computer skills
  2. ESL 1 and 2
  3. A-G requirements
  4. Schoology
  5. Parenting classes
  6. Understanding report cards
  7. Identifying Alcohol and drug abuse
  8. Identifying Stress in student behavior
  9. Communicating with your teen

A major affect on the school's culture and climate is the school's continued for the the Library. The Library opens at 7:15 AM before school and closes after 4:00 PM it stays open during Pilot Break and Lunch. Students feel welcomed and safe and have access to various education driven opportunities social activities and such as:

- \* Poetry Wednesday, Pi Day, Black history month, Latino history month, Book Club.
- \* Use and access to technology they might not have at home.
- \* Reading, studying, socializing, playing board games such as chess and building puzzles.

Other strategies include Student Government and staff leading ongoing all school customs and activities such as:

\* PSA, PSW, Academic counselors, Nurse and Coordinators continued work by of personalizing student contact specially with at risk students has made a great impact in helping this student segment feel they are part of the school.

\*Students take pride in and feel ownership of their campus. School pride is evident the students participation in a wide variety of clubs, students pick up their trash on campus and take pride in keeping their campus clean.

\* Student leaderships continues to promote the many clubs on campus such as (UCLA health careers, bible, chess, book, anime, LGBT,etc.). They encourage new clubs to form to met changing student needs.

Students join: band, cheer, drill team, and sports teams as well as academic decathlon.

\* Staff school culture building through events that allow teachers, staff and administration to socialize without an agenda or training objective such as Bi-monthly Staff and Administration Coffee and Donuts, Crock Pot Luck Chili and Soup day, Dia de Los Muertos Day, Christmas staff breakfast has helped strengthen staff relationships.

**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**

Not applicable

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

Not applicable

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

\* To increase staff participation on the school experience survey by 2 percentage point to from 82% to 84% by June 2019.

\* To increase parent involvement on the school experience survey by 8 percentage points from from 22% to 30% by June 2019.

\* To increase student participation on the school experience survey by four percentage point to from 41% to 43% by June 2019.

\*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
<p>CPA will insure that Title I parent communication is translated so that parents can access and understand the information.</p> <p>The school communicates with parents through electronic media such as email, Facebook, Twitter. We also use, Blackboard connect, Marquee, Parent Center Calendar and Brochures. We school continues to mail important information home and at times sends information with students.</p> <ul style="list-style-type: none"> <li>• Will assist parents in creating email accounts and/or Parent Portal accounts Facilitating parent navigating Parent Portal.</li> </ul> <p>To build parent capacity to closing the achievement gap by supporting their students,CPA,TSP, counselors and Local District specialist will hold monthly and weekly parent workshops on various topics. Such topics as but not limited to:</p> <ol style="list-style-type: none"> <li>1. CA Dashboard</li> <li>2. College and Career readiness Fall/Spring</li> <li>3. The importance of the School Experience Survey Fall</li> <li>4. School Attendance and Positive Behavior &amp; Social &amp; Emotional Support</li> <li>5. EL Master Plan I and II Fall and Spring</li> <li>6. Smarter Balance Assessment Spring</li> <li>7. How to Support Learning At Home for all Students workshop Fall/Spring</li> <li>8. College Applications Fall/Spring</li> <li>9. Financial Aid and scholarships Fall/Spring</li> <li>10. ELD /ELD Standards Workshop Fall/Spring</li> <li>11. Parent Portal training workshop Fall/Spring</li> </ol> <p>The school has annual recruitment fair for parent and students that features all of the academic, athletics, clubs and extracurricular opportunities for students at Banning.</p>	<p>07/01/2018 06/30/2019</p>	<p>Phone call Logs, meeting sign- ins, survey and evaluations after meetings trainings, events and workshops will demonstrate effectiveness of information and material presented. Parent attendance at: meeting, workshops and school events,increased graduation rate. Principal, Assistant Principal, CPA, Parent Resource Liaison</p>
<p>Parent Resource Liaison will support the CPA as a host at all events , workshops and meetings. They will help facilitate parent workshops, organizing materials and managing hospitality duties. • Will assist parents in creating email accounts and/or Parent Portal accounts Facilitating parent navigating Parent Portal.</p> <p>Parent Resource Liaison 6hrs 5days 50% funded 7SO46 and 20% 10183; 30% 10405</p>	<p>07/01/2018 06/30/2019</p>	<p>Parents access to Parent Portal and other technology during meetings and workshops. Evaluation forms. Phone call Logs, meeting sign-ins, survey and evaluations after: meetings, events and workshops will demonstrate effectiveness of information and material presented. Parent attendance at: meeting, workshops and school events. Principal, Assistant Principal, CPA, Parent Resource Liaison.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Clerical X Time To for Clerical assistance for parents before the start of the school year and during un assigned days to assist with Parent Portal registration and and email set up and assist parents of students transferring to Banning due to school closing	07/01/2018 06/30/2019	Parents access to parent Portal and other technology during meetings and workshops. Evaluation forms. Phone call Logs, meeting sign-ins, survey and evaluations after: meetings, events and workshops will demonstrate effectiveness of information and material presented. Parent attendance at: meeting, workshops and school events. Principal, Assistant Principal, CPA, Parent Resource Liaison.
Parent conference attendance by parents and parent resource liaison to such conferences as but not limited to: COBA . Parents and Parent Resource Liaison will have the opportunity to become familiar with best practices in parent engagement	11/01/2018 06/30/2019	Phone call Logs, meeting sign- ins, survey and evaluations after meetings trainings, events and workshops will demonstrate effectiveness of information and material presented. Parent attendance at: meeting, workshops and school events. Principal, Assistant Principal, CPA, Parent Resource Liaison
SIM to purchase parenting and parent teen support workshops books, workbooks, video and supplemental parenting brochures.	07/01/2018 06/30/2019	Phone call Logs, meeting sign- ins, survey and evaluations after meetings trainings, events and workshops will demonstrate effectiveness of information and material presented, increasaed graduation rate. Parent attendance at: meeting, workshops and school events. Principal, Assistant Principal, CPA, Parent Resource Liaison
Contracted Instruction Services will offer supplemental parent capacity building classes during the school year. Such as but not limited to: PIQE, ESL, Parenting and Computer Skills workshops	07/01/2018 06/30/2019	Phone call Logs, meeting sign- ins, survey and evaluations after meetings trainings, events and workshops will demonstrate effectiveness of information and material presented, increasaed graduation rate. Parent attendance at: meeting, workshops and school events. Principal, Assistant Principal, CPA, Parent Resource Liaison

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	26594 - PRNT RSR LIASN C1T/7 (8 Hrs / 5 Days)	30427401	N/A	26594	26,140	1.00	100
CE-ESSA T1 Sch- Parent Invlmnt( 7E046 )	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	16,000	0.00	100
CE-ESSA T1 Sch- Parent Invlmnt( 7E046 )	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	545	0.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt( 7E046 )	2700	21468 - CLERICAL X-TIME	N/A	N/A	21468	6,000	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
The school's monthly calendar of everything happening at PBHS is posted on the school website Bannings.org as well as social media via Banning's parent and student network. The Parent center has copies of all school and parent information in English and Spanish.	07/23/2018 06/30/2019 New	Phone call Logs, meeting sign- ins, survey and evaluations after meetings trainings, events and workshops will demonstrate effectiveness of information and material presented. Parent attendance at meeting, workshops and school events. Principal, Assistant Principal, CPA, Resource Liaison
Parent Resource Liaison, will support the CPA to insure that communication of regular and special events are communicated to parents and local community groups via the following: • Website bannings.org website • Social media Banning parent network • Blackboard Connect phone calls for events or announcements. • Personal phone calls on a regular basis to all parents to check in and find out if they need anything, or to invite them to events. Multi Funded (50% 7S046, 30% 10405, 20% 10183)	07/23/2018 06/12/2019 New	Phone call Logs, meeting sign- ins, survey and evaluations after meetings, training events, and workshops will demonstrate effectiveness of information and material presented. Principal, Assistant Principal, CPA, Resource Liaison
CPA will ensure that communication of regular and special events are communicated to parents and local community groups via the following: • Website bannings.org website • Flyers and letters in home language • Social media Banning parent network • Blackboard Connect phone calls for events or announcements. • Personal phone calls on a regular basis to all parents to check in and find out if they need anything, or to invite them to events. • Organize monthly Coffee with the Principal	07/23/2018 06/12/2019 New	Phone call Logs, meeting sign- ins, survey and evaluations after meetings, training events, and workshops will demonstrate effectiveness of information and material presented. Increased Title I parent involvement./ Principal, Assistant Principal, CPA, Resource Liaison.

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**

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

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

**1. List key findings related to 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**

1. The school has an 90% Title I poverty rating.

2. The school ranks 45 out of 128 school in the local district for 2017-2018.

3. Based on My Data there are approximately 317 or 12.6% of the students student population that are chronically absent.

4. The School Experience Survey data shows that approximately 50% of students don't feel that their needs are being met by the adults at the school.

5. Data also shows that parent participation has steadily increased.

- \* Of the Parents and community members that participated in the survey 92% feel welcomed,
- \* 86% feel that they are partners in decision making on campus,
- \* 91% feel that the school provides information in a manner that they can understand and in a timely manner
- \* 87% feel that there is translation available when they need it.

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

1. The Title I data indicates that the school has an 90% poverty rating. This factor produces stresses which contribute to problems in areas such as the family, health, social emotional, and behavioral situations.

2. Banning High School has had an increase in need for counseling and support services increase in the EL population. Particularly from pupil service and attendance counselor, nurse and psychiatric social worker. These services are vital to support our students in order for them to be emotionally supported and academically and successful.

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

The school is on track to meet its goals, with the continued student support from PSA, PSW, nurse and academic counselors. The strategies that have helped us meet and be on track with our measurable objectives is maintaining a nurse on campus five days a week for six hours. The PSA's strategies include:100% attendance program, daily motivational school wide announcement, home visits, home calls, and one on one student counseling. The PSA's daily personal contact with parents and student who are chronically absent have had a positive impact on student attendance. Additional strategies include; Green Thursdays to reward attendance and positive school climate, perfect attendance recognition certificates, general assemblies for chronically absent students. PSW strategies include: student grief group outreach, LGBT group outreach, Why Try?, motivation and coping skills groups, crisis counseling and threat assessment, parenting workshops, Black student leaders, Vision to Learn. These services support our at risk students who have proficient and advance attendance yet face the same home, medical, social, behavioral and emotional problems as the chronically absent student group.

**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**

Not Applicable

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

Not Applicable

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

Continue support for at risk student population in the following areas: medical, social, behavioral and emotional. Decrease the percentage of chronically absent students from three percentage points from 12.6 % to 9.6% by June 2019

\*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
(1) Secondary Academic Counselor to reduce the present large caseload of approximately (600) students to be closer to the recommended (300) students. A smaller case load would allow the counselor to follow at risk students' progress and maintain parent communication with more frequency. Counselors would have more time to: provide to all grades personalized: academic and intervention counseling, early intervention; (monitor student progress, and refer students to intervention and remediation by the first 5 weeks of a semester).	08/23/2018 06/25/2019	Increase student and parent engagement. Monitor student progress review student grades. More students on A-G track to graduate. Increased parent and student communication. Increase positive student behavior. Principal / Assistant Principal
(3 days) additional for Nurse to facilitate staff development on health-related issues and conduct health-related counseling (including for Low-Income EL, RFEP, Foster Youth)	08/13/2018 06/25/2019	Reduce need to call 911 for assistance. Provide quick response to student medical needs and/or emergency. Reduced the time in identifying student's need for medical support and intervention. Principal/ Assistant Principal.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	12106 - ITIN NURSE (6 Hrs / 3 Days)	N/A	N/A	12106	69,468		100

**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
(3 days )School Nurse to provide health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma,hypertension, anxiety, diabetes, drug and alcohol related issues. Will assist in addressing attendance issues that affect student achievement. The following are strategies to implement: • Health-related counseling and education for all parents and families (including parents and families of English Learners, with a specific emphasis on Long Term English Learners and newcomers ) Facilitate staff development on health-related issues and health-related counseling (including Low-Income EL, RFEP, Foster Youth) • Participate as needed to identify necessary additional health-related support services with: * Coordination of Services Team (COST) * Student Success Team (SST) and * Language Appraisal Team (LAT)	08/13/2018 06/11/2019 New	Reduce need to call 911 for assistance. Quick response to student medical needs and/or emergency. Reduced time in identifying student 's need for medical support and intervention. Principal/ Assistant Principal

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent Resource Liaison will support in conducting workshops to build parent capacity in supporting student academic success. PBHS CPA, counselors and Local District specialist will hold parent trainings on various topics to build parent capacity and support students to close the achievement gap such as but not limited to: 1. Anti Cyber Bullying workshop 2. Anti Bullying workshop 3. The Importance of the School Experience Survey and the School Report Card 4. Positive Behavior & Social & Emotional Support 5. 16 Habits of Mind 6. Smarter Balance Assessment 7. How to Support Learning At home CPA will insure that Title I parent communication is translated so that parents can access and understand the information. The Parent Center will be open to all parents, including those who do not speak English as a resource and safe place to communicate and seek guidance and navigation of the school. The Parent Resource Liaison participates in all school activities and informs parents via mail, phone calls, and flyers of upcoming events and opportunities.	07/23/2018 06/11/2019 New	Increased AG math requirement met with "D" or better. Increased graduation rate Phone call Logs, meeting sign- ins, survey and evaluations after meetings training, events and workshops will demonstrate effectiveness of information and material presented. Parent attendance at: meeting, workshops and school events. Principal, Assistant Principal, CPA, Parent Resource Liaison.
CPA will work with all stakeholders to develop and implement effective parent strategies to raise student achievement for all Title I students. Will communicate with parents and students, as collaborate with PSA counselors, PSWs, counselors, and other stakeholders in order to ensure the needs of at risk Title I student are being met by building parent/guardian capacity and knowledge of academic and resources for outside counseling services, socio-emotional services needed to ensure the academic success of at risk Title I students.	08/20/2018 06/07/2019 New	Increased AG math requirement met with "D" or better. Increased graduation rate. Phone call Logs, meeting sign- ins, survey and evaluations after meetings training, events and workshops will demonstrate effectiveness of information and material presented. Parent attendance at: meeting, workshops and school events. Principal, Assistant Principal, CPA, Parent Resource Liaison.

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 Social / Emotional Goal *Social/Emotional Goal : 100% Attendance, Suspension..*  
 \*Required if any Focus Area above is addressed.

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Banning High School CPA, counselors and outside Professional contract specialist will hold parent workshops on various topics to build parent capacity and support students to close the achievement gap such as but not limited to:</p> <ol style="list-style-type: none"> <li>1. The Importance of the School Experience Survey and the California Dashboard.</li> <li>2. Positive Behavior &amp; Social &amp; Emotional Support</li> <li>3. 16 Habits of Mind</li> <li>4. Cyber bullying and bullying at school</li> <li>5. How to Support Learning At home</li> </ol> <p>CPA will request the translation unit for parent meeting. CPA will insure that Title I parent communication is translated so that parents can access and understand the information.</p> <p>The Parent Center will be open to all parents, including those who do not speak English as a resource and safe place to communicate and seek guidance and navigation of the school.</p> <p>The Parent Resource Liaison participates in all school activities and informs parents via mail, phone calls, and flyers of upcoming events and opportunities.</p>	<p>07/23/2018 06/25/2019</p>	<p>Phone call Logs, meeting sign- ins, survey and evaluations after: meetings, events and workshops, will demonstrate effectiveness of information and material presented. Principal/ Assistant Principal/ CPA</p>
<p>CPA will work with all stakeholders to develop and implement effective parent strategies to raise student achievement for all Title I students. Will communicate with parents and students, and collaborate with PSA counselors, PSWs, counselors, and other stakeholders in order to ensure the needs of at risk Title I student are being met.</p>	<p>08/20/2018 06/11/2019</p>	<p>Agendas, sign in of workshop and professional development. California dashboard data. Principal , Assistant Principal , CPA, and counselors.</p>

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

## TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

The PBHS has a college center and a full time college advisor, a part time career advisor and advisors from the Boys and Girls Club "College Bound" program. These counselors and advisor make classroom visits to inform students of post secondary education and work opportunities. These counselors work closely with the student's academic counselor to insure that the student is on track to graduate. They also assist students in filling out college, scholarship, grants and financial aid applications. SLC's have workshops to assist students in writing their college mission statements and their scholarship application essays. The college center hosts ongoing visits from representatives from in-state and out-of-state university and college campuses and all branches of the military to include UC, Cal State and Private Universities. These representatives give presentations and meet with students individually and in small groups. The College Center and the Parent Center host various parent workshops on Financial Aid and opportunities for students to gain college credit while in high school and the opportunities for their students at the junior college level. Parents of 9-12 students can also attend workshops on the A-G requirements, the additional requirements some college and universities require and the different career path programs opportunities at PBHS.

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

The school has formed a school wide positive behavior support committee that is made up of faculty, staff, administrators, students and community members. This committee meets once a month and reports monthly to SSC and the ESBMM committee as well as makes presentation to parents at the monthly Coffee with the Principal meetings.

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

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

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

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

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

The school meets regularly with parents student and teachers through Coffee with the Principal, ESBMM, ILT, ELAC and student councils for SLC and grade level PLC's and other various committees such as: discipline, budget and scheduling to evaluate the SPSA by reviewing data, discussing needs and create goals. These committees represent our stakeholders, they meet monthly and report as needed to the SSC during their monthly meetings.

**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:

not applicable

**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:**

Los Angeles Unified School District

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

**Program Budget Codes:**

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

Name of School	Local District	Principal
BANNING SH (1852901)	S	MENDOZA, RUDY J

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
2,056	89.00	11.00	3.80	10183 \$ 616,656 10397 \$ 0 10400 \$ 969,348 10405 \$ 18,400 <b>Total \$ 1,604,404</b>

**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: <b>100% Graduation</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY18-19 LCAP Targets
<ul style="list-style-type: none"> <li>- Graduation rate</li> <li>- Individual Graduation Plan (IGP) completion rate</li> <li>- Percentage of students on track to graduate</li> </ul> <p>The school's Title I rate is 89% and the Title I ranking in the Local District is 45 out of 128 schools. The school has 22 homeless students, 3 in foster care and 3 are in a group home.</p> <p>The A-G "D" or Better Graduation Requirement data for students on track to graduate shows the following : *the class of 2019 is 44% on track to graduate;</p>	520,582	Low-Income EL RFEP Foster Youth	<ul style="list-style-type: none"> <li>• Four-year Cohort Graduation Rate: 87%</li> <li>• Cohort Dropout Rate, High School: 10%</li> <li>• Cohort Dropout Rate, Middle School: .05%</li> <li>• Percentage of Graduating Cohort Completing the A-G with a "C" or better: 46%</li> <li>• Percentage of graduation cohort</li> </ul>



## BANNING SH (1852901)

\*the class of 2020 is 53 %on track to graduate;

\*the class of 2021 is 60 %on track to graduate.

The TSP program will ensure that EL students, low-income, and foster youth are provided the support necessary to be on track to graduate.

The school's A-G "D" or Better Requirement for EL students:

\* class of 2018 is 89% on track to graduate with 10% in Tier 1 and 0% in Tier 2 and 1% in tier 3

\* class of 2019 is 48% on track to graduate with 26% in Tier 1 and 11% in Tier 2 and 15% in tier 3

\* class of 2020 is 59% on track to graduate with 24% in Tier 1 and 7% in Tier 2 and 10% in tier 3

\* class of 2021 is 64% on track to graduate with 35% in Tier 1 and 1% in Tier 2 and 0% in tier 3

The TSP student population has increased its academic success as indicated in the graduation readiness,data.

The services that support 100% graduation for the schools Low income, English learners, RFEP's and foster youth population are:

(4) Teacher Assistants - provide in-class academic support to all TSP students. They will provide support, including small group intervention, one-on-one support, as well as other academic interventions and monitoring. Support will include EL primary language support in core classes and language acquisition support for LTEL to meet Reclassification Criterias.

The Targeted Student Population Assistant Principal (TSP-AP) - oversees the Targeted Student Population Adviser (TSPA) assists to maintain a comprehensive, effective and academically compliant school program that helps close the achievement gap of English Learners, RFEP students, foster youth, and low-income students. TSP-AP will work closely with other Assistant Principals, the TSP Advisor, teachers, PSWs, and staff to ensure students have access to classes, intervention, credit recovery and other services that will ensure EL, RFEP, low-income, and foster-youth students are on track to graduate

TSP Advisor will meet and communicate with the parents of TSP students to review their grades, state and district test scores,attendance, and graduation requirements; maintain all proper documentation for English Learners as required by state and federal mandates, assist with the enrollment and proper class placement and review of Individual graduation plan for all TSP students;provide Professional Development time to support instruction and strategies to include. Constructive Conversations and/or Text Structures to teachers of ELs in all four Core Academic courses towards meeting the schools 100% graduation goal of 92% graduation in 2019.

TSP Teachers will work collaboratively to plan lesson studies to support

receiving a Qualifying Score of "3" or higher on at least 2 AP exams: 12%

- Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in ELA: 28%
- Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in Math: 12%

English Learners, foster youth and low-income students; evaluate data on how to best support the TSP students to ensure students are on track to graduate.

A-G Diploma Counselors will work collaboratively with all stakeholders, focusing on Tier 2 and Tier 3 TSP students who are missing credits from more than three classes. The support will include, but is not limited to referring and counseling students to alternative schools/programs, credit recovery, individual counseling, parent conferences.

(2) Psychiatric Social Workers (PSW) will meet with TSP students, to provide them with the needed support to assist students with their personal and emotional concerns in an effort to refocus and strengthen students' efforts in academics and on-time graduation.

- (10400 AP SCS \$150,479)
- (10400 ADVSR REG PREP \$7,309)
- (10400 Enroll Z-Days-CNSLR \$7591)
- (10400 ENROLL Z-DAY-CLRCL \$6,301)
- (10183Two (2) ITIN PSYCH SOC WRKR [2.5 days] \$121,448)
- (TSP Advisor \$107,747)
- (10183 Assistant Principal \$150,479)
- (10183 TCHR AST DG TK (4) \$70,276)
- (10183 TA Health Benefits \$20,400)

<p><b>Description of Services that address: Proficiency for All</b>  <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> <li>- SBAC English language arts and mathematics proficiency rates</li> <li>- EL reclassification rate</li> <li>- Rate of ELs demonstrating proficiency in English</li> <li>- Decrease in long-term English learners (LTELs)</li> </ul>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s):                      Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>The ELA SBAC of 2016-2017 report 51% of students tested scored Not/Nearly Met Standard. These scores reflect a great need for continued focus and support in the four claim areas in ELA across the core content curriculum: Reading, Writing, Speaking and Listening, and Research/Inquiry.</p> <p>The Math SBAC of 2016-2017 report 82% of students tested scored Not/Nearly Met Standard. These scores reflect a great need for continued focus and support in the four claim areas in Math: Concepts &amp; Procedures, Problem Solving, Communicating Reasoning, Modeling and Data Analysis.</p> <p>The Reclassification has increased from by 3.7 % points from 64.9 % in 2015-2016 to 68.6% in 2016-17. This increase may be attributed to the additional support to EL students by:</p>	<p>554,376</p>	<p>Low-Income                      EL                      RFEP                      Foster Youth</p>	<ul style="list-style-type: none"> <li>• Average Distance from "3" on the Smarter Balanced Assessment for ELA</li> <li>• Average Distance from "3" on the Smarter Balanced Assessment for Math</li> <li>• Percentage of Students Meeting Early literacy Benchmarks (End of Year DIBELS assessment): 76%</li> <li>• Percentage of ELs Who Reclassify as Fluent English Proficient (RFEP): 22%</li> <li>• Percentage of ELs that did not reclassify within 5 years: 15%</li> <li>• Percentage of Students with Disabilities Participating in General Education 80% or more of their instructional time: 71%</li> </ul>

\* Teachers' Assistants providing TSP students essential primary language support specifically in core classes where teachers are not able to speak students' primary language .

\* The Instructional Coach will meet with the Instructional Leadership Team to analyze data, set measurable goals, to develop pertinent professional developments for teachers to evaluate student work, develop lessons and teacher-designed assessment, develop opportunities for teachers to support their students and build instructional capacities through lesson study cycles to address the CCSS, ELA/ELD Framework, and NGSS.

\* The CSR teacher reduce class size of core content subjects. Teacher will plan lessons and interventions to provide direct services to Targeted Student Population, working with English Learners, Foster Youth, and Low Income students.

\* The Phineas Banning Library will continue to support the targeted populations in a number of ways. Book collection development, Teacher Librarian directed lessons, book talks, classroom visits, extended hours, tutoring, testing, and special events are planned and implemented in the interest of these student groups. Both fiction and informational books in Spanish have increased to further meet the needs of our English Learners to strengthen literacy in L1 and improve literacy in L2. Many of our ELs check out books in both Spanish and English.

\* After school tutoring will continue to be available for all students, including, but not limited to, English learners, low-income, and foster youth in the library. The Teacher Librarian also assists ELs and other TSP subgroups to use the LAUSD Digital Library to further access reading material., which offers translation tools for many of its databases

\* CPA will offer Direct Intervention Services to English Learner outside of the school day, focused on Response to Text.  
CPA will offer Parent involvement Activities beyond the school day throughout the year to enhance the understanding of Reclassification, assessments, 100% Attendance, and 100% graduation.

(10183 TSP X-Time Indirect \$4,240)  
(10183 Day to Day Subs \$4,355)  
(10183 TSP Differential (2) Semesters \$1,539)  
(10183 Instructional Coach \$119,783)  
(10183 Instructional Coach Sec X-Time 4,240)  
(10183 Differential Instructional Coach \$1,849)  
(10400 Math and English Aux \$37,078)  
(10400 CSR Teacher Elective \$111,682)

(10400 ITIN SS LIB MED \$116,237)  
 (10400 DIFF TCHR LIB MED \$1,208)  
 (10400 Assistant Principal, Sec \$152,165)

<p><b>Description of Services that address: 100% Attendance</b>  <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> <li>- Percentage of students with a 96% (172-180 days) attendance rate</li> <li>- Percent of students missing 18 days or more in a school year</li> </ul>	<p><b>Amount of TSP Funds</b></p>	<p><b>Targeted Student Group(s):                      Low-income, EL, RFEP, and/or Foster Youth</b></p>	<p><b>Related District-wide FY18-19 LCAP Targets</b></p>
<p>My Data reports the school's At Risk student population attendance rates are:</p> <ul style="list-style-type: none"> <li>*22 % (Advanced)</li> <li>*51 % (Proficient)</li> <li>*14 % (Basic)</li> <li>* 7 % (Below Basic)</li> <li>* 6 % (Far Below Basic)</li> </ul> <p>* Pupil Services and Attendance counselor (PSA) will partner with the Psychiatric Social Worker (PSW), A-G counselors, and academic counselors to provide support to English Learners (some of which are unaccompanied minors and recent newcomers), foster youth, and low-income students, who's attendance is chronically absent to improve their attendance towards meeting the school's goal of 80% of students with proficient and above attendance.</p> <p>* The Psychiatric Social Worker (PSW) will continue to collaborate with stakeholders to support and facilitate programs that address targeted student needs. Such as facilitating small group meetings (such as grief group, newcomer support team meetings, Why Try, Girls/Boys Group, etc.), individual counseling, and other counseling settings to support academic achievement and help raise the attendance rate among those students with excessive absences.</p> <p>* The Parent Resource Liaison will continue to assist during and beyond the school day with Parent workshops focused on the importance of student attendance to their children's academic success. The Parent Center will be open to all parents, including parents of TSP students who do not speak English as a resource and safe place to communicate and seek guidance when students are late or absent. The Parent Resource Liaison will provide services and resources to parents who need information and assistance to get their child to school on time and every day.</p> <p>* The Office Tech will assist in translation and services to parents and ensure that all student records are accurately maintained. The Office Technician will ensure that all attendance records have been submitted by teachers keep all attendance records with a 100% accuracy.</p> <p>(10400 Office Tech \$65,473)</p>	<p>221,803</p>	<p>Low-Income                      EL                      RFEP                      Foster Youth</p>	<ul style="list-style-type: none"> <li>• Percentage of students attending school 96% or more (172-180 school days): 63%</li> <li>• Percentage of Students with Chronic Absence (Missing 18 days or 90% or lower): 11%</li> <li>• Percentage of All Staff attending 96% or Above: 80%</li> </ul>

(10400 Enroll Z-Day ADMIN \$4,165 )  
 (10400 Assistant Principal, Sec \$152,165)

<b>Description of Services that address: Parent, Community and Student Engagement</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i> - Percentage of parent participation on School Experience Survey - 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 FY18-19 LCAP Targets
<p>The 2016-2017 SES report that parent participation is 22% which is 27% points lower than the Local district and 24% percentage points lower than the LAUSD rate.</p> <p>The Parent Resource Liaison assists in maintaining all parent program components at the school: organizing parent workshops, providing orientations, information via mail, phone calls, and flyers of upcoming events and opportunities. There will be light refreshments provided for parents during ELAC meetings. They also offer individual support to parents of the school's TSP population (foster youth, English Learners, RFEP students, and low-income families).                      (7S046 Parent Resource Liaison 6hrs./5dys 50% \$26,885)                      (10405 Parent Resource Liaison 6hrs/5days 30% \$16,131)                      (10183 Parent Resource Liaison 6hrs/5days 20% \$10,756)                      (10405 Advisory Comm Expenses \$2, 269)                      Psychiatric Social Worker meets with TSP students and their parents/guardians to provide the needed support and resources to help students with their personal and emotional concerns in an effort to refocus and strengthen their efforts in academics and on-time graduation.</p>	29,156	Low-Income EL RFEP Foster Youth	<ul style="list-style-type: none"> <li>• Percentage of Students Who feel a Part of Their School (Question on School Experience Survey): 89%</li> <li>• Parent/Caregiver Participation on School Experience Survey: 64%</li> <li>• Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually: 98%</li> <li>• Percentage of Parents Who State "My school provides resources to help me support my child's education.": 95%</li> </ul>
<b>Description of Services that address: School Safety</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i> - Suspension rate - Expulsion rate - Teachers appropriately credentialed for the students they are assigned to teach - 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 FY18-19 LCAP Targets
<p>The California School Dashboard Suspension Indicator report for Banning shows:                      * -2.0 change from 2.0 in 2015-2016 to 0.1 in 2016-2017                      This report rates the school under the Blue indicator which is the highest performance level in the local district.</p> <p>The school involves all stakeholders in the school's safety plan to promote a sense of belonging to all students.</p> <p>* Psychiatric Social Worker will continue to work with the TSP student</p>	278,291	Low-Income EL RFEP Foster Youth	<ul style="list-style-type: none"> <li>• Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach: 100%</li> <li>• Percentage of Early Education Center and Pre-K through 12 Classroom Teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year: 25%</li> </ul>

**BANNING SH (1852901)**

population who suffer trauma and/or other difficulties that affect their academic achievement

\* The Assistant Principal over safety will ensure that the school's safety plan is followed, hold safety collaborative meetings with all stakeholders to include: Restorative Justice adviser, Deans, Campus Security, School Police, Probation Officers, Community Representatives.

\* Plant Manager will insure buildings and grounds (P&G)workers maintain the cleanliness and safety of the school plant.

(10400 Assistant Principal Sec \$124,402)

(10400 Bldg & Grd WRKR \$32,897)

(10183 Psychiatric Social Worker (PSW) (2.5 days) (\$120,992)

- Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: 100%
- Percentage of Facilities that are in Good Repair: 100%
- Percentage of children whose eligibility for special education services were determined within 60 days of guidelines: 88%
- Students with disabilities receive services specified in their Individualized Education Program (IEPs): 90%

### 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
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 39,289	0.00 0	0.00 0	0.00 0	0.00 39,289
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs)	<input type="checkbox"/>	110001	0.00 2,154	0.00 0	0.00 0	0.00 16,512	0.00 18,666
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 7,170	0.00 0	0.00 0	0.00 0	0.00 7,170
10701 10701 - TCHR AST RELIEF	<input type="checkbox"/>	110005	0.00 5,400	0.00 0	0.00 0	0.00 0	0.00 5,400
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	3.00 55,344	0.00 0	0.00 0	0.00 0	3.00 55,344
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	1.00 115,775	0.00 0	0.00 0	0.00 0	1.00 115,775
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	190004	0.00 1,539	0.00 0	0.00 0	0.00 0	0.00 1,539
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 115,775	0.00 0	0.00 0	0.00 0	1.00 115,775
11760 11760 - PROB SOLV DT CRD DIF	<input type="checkbox"/>	190004	0.00 1,539	0.00 0	0.00 0	0.00 0	0.00 1,539
12106 12106 - ITIN NURSE (6 Hrs / 3 Days)	<input type="checkbox"/>	120041	0.00 69,468	0.00 0	0.00 0	0.00 0	0.00 69,468
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	2.00 223,364	0.00 0	0.00 0	0.00 0	2.00 223,364
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	3.00 335,046	0.00 0	0.00 0	0.00 0	3.00 335,046
14685 14685 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 115,775	0.00 0	0.00 0	0.00 0	1.00 115,775

**BANNING SH (1852901)**

14690	<input type="checkbox"/>	120024	0.00	20,000	0.00	0	0.00	0	0.00	0	0.00	20,000
14690 - COUNS X (NON-TUTOR)												
14692	<input type="checkbox"/>	190004	0.00	4,271	0.00	0	0.00	0	0.00	0	0.00	4,271
14692 - COORD X (NON-TUTOR)												
14693	<input type="checkbox"/>	110004	0.00	12,996	0.00	0	0.00	0	0.00	0	0.00	12,996
14693 - TCHR X (NON-TUTOR)												
21468	<input checked="" type="checkbox"/>	240004	0.00	0	0.00	0	0.00	6,000	0.00	0	0.00	6,000
21468 - CLERICAL X-TIME												
25690	<input type="checkbox"/>	240001	2.00	126,360	0.00	0	0.00	0	0.00	0	2.00	126,360
25690 - ITSUPPORT TECH C1T/4 (6 Hrs / 5 Days)												
26288	<input checked="" type="checkbox"/>	240001	1.00	65,473	0.00	0	0.00	0	0.00	0	1.00	65,473
26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)												
26594	<input type="checkbox"/>	240001	1.00	26,140	0.00	0	0.00	0	0.00	0	1.00	26,140
26594 - PRNT RSR LIASN C1T/7 (8 Hrs / 5 Days)												
30210	<input type="checkbox"/>	340101	0.00	15,300	0.00	0	0.00	0	0.00	0	0.00	15,300
30210 - TA HEALTH&MEDBENEFIT												
50002	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	16,000	0.00	0	0.00	16,000
50002 - CONTR INSTRL SVC												
50003	<input checked="" type="checkbox"/>	580002	0.00	10,000	0.00	0	0.00	0	0.00	0	0.00	10,000
50003 - OTH NON INSTRL CONT												
50073	<input type="checkbox"/>	520002	0.00	0	0.00	0	0.00	545	0.00	0	0.00	545
50073 - PARENT CONF ATTND												
50147	<input checked="" type="checkbox"/>	560006	0.00	1,632	0.00	0	0.00	0	0.00	0	0.00	1,632
50147 - MAINTENANCE OF EQUIP												
50174	<input type="checkbox"/>	580012	0.00	627	0.00	0	0.00	0	0.00	0	0.00	627
50174 - CURRICULAR TRIPS												
40239	<input type="checkbox"/>		0.00	57,133	0.00	0	0.00	940	0.00	688	0.00	58,761
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	745	0.00	0	0.00	0	0.00	0	0.00	745
PENDING DISTRIBUTION												
<b>Total</b>			15.00	<b>1,428,315</b>	0.00	<b>0</b>	0.00	<b>23,485</b>	0.00	<b>17,200</b>	15.00	<b>1,469,000</b>



## 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**