

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

RIDE EL SMART ACAD (1230801)



**Superintendent
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SCHOOL IDENTIFICATION

School Name: RIDE EL SMART ACAD (1230801)

Local District: C

CDS Code	County		District					School					
	1	9	6	4	7	3	3	0	1	2	6	3	7

For additional information on our school programs contact the following:

Principal: DALEY, CATHERINE D

E-mail address: cdaley@lausd.net

SPSA Designee: TAFOYA, ROCIO

Position: ASST PRIN, ELEMENTARY

E-mail address: rtafoya@lausd.net

School Address: 1041 E 46TH ST, LOS ANGELES, CA 90011

School Telephone Number: 3232357117

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

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

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

FRANCISCO GONZALEZ



08/29/2017

Typed name of Local District Director

E-Signature of Local District Director

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

Local District Director	FRANCISCO GONZALEZ <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>08/29/2017</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	YADHIRA HERNANDEZ <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>03/28/2017</u> <i>Signed Date</i>
Local District PACE Administrator	ISMAEL BERVER <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>03/23/2017</u> <i>Signed Date</i>
Local District Title I Coordinator	OSCAR SALAS <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>08/29/2017</u> <i>Signed Date</i>
Federal and State Education Programs	FRANCISCO GONZALEZ <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>08/29/2017</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *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)	03/16/2017	Silvia Cervantes	<i>Please sign here</i>

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

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

03/16/2017

School plan approval appears in SSC Minutes.

Date

Attested:

Christina Covarrubias

Typed name of SSC chairperson



E-Signature of
SSC chairperson

03/16/2017

Date

Please sign here

DALEY, CATHERINE D

Typed name of school principal



E-Signature of
School principal

04/04/2017

Date

Please sign here

Please print this page and sign.

2017-2018 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u> 293,604</u>
<input type="checkbox"/> Title I: Targeted Assistance Program (70S46) Purpose: To help educationally disadvantaged students achieve grade-level proficiency.	Amount: \$ <u> 0</u>
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$ <u> 5,160</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 0</u>
Total amount of categorical funds allocated to this school: \$ <u> 298,764</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.)

At Sally Ride Elementary School: A SMARt Academy, through challenging studies and meaningful projects, students will become problem solvers, critical thinkers, and innovators. They will be college and career ready, and be able to contribute to the global community.

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?)

Sally Ride Elementary School: A SMARt Academy is made up of a community of motivated learners, who explore, pursue, and develop their identity as successful individuals. Effectively meeting the academic and behavioral needs of all students is at the core of the Ride mission. Integration of Science, Math, Art, and Technology, through Project Based Learning, will allow students to attain mastery of 21st Century skills and develop as empowered learners and effective communicators. Their future as successful members of an ever evolving and expanding society begins at Sally Ride Elementary School: A SMARt Academy.

School Profile Description

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

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

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

Based on information from Zip-Codes.com (2016), the neighborhood population of Sally Ride Elementary School: A SMARt Academy in the 90011 zip code is comprised of approximately 92,880 Hispanics, 10,370 African Americans, 869 Asians, and 38,700 Caucasians. Most are native Spanish speakers, married and have a average household income of \$29,890 as compared to the state average of \$61,490. Also, 44.17%% of the resident population has an income below the poverty level as compared to the state average of 16.38%.

Based on the LAUSD MyData system (2016) and the 2015-16 School Report Card, the population at Sally Ride Elementary School: A SMARt Academy consists of 91.6% Hispanic, 6.8% African-American, 1.3% White, and 0.2% Pacific-Islander. The school has a 95.65% participation rate for the free or reduced lunch program. 60% of the population is identified as English Language Learners (EL) with Spanish as the primary home language and 9% are identified RFEP. Our student population is considered socioeconomically disadvantaged. In addition, an average of 51% of the parents are not high school graduates. This data comes from the October 2010 California Longitudinal Pupil Achievement.

The school is equipped with technology. Each classroom has a minimum of three desktop computers for student use as well as a teacher laptop computer, a document reader, an E-Beam interactive whiteboard system, a CD/cassette player, and an LCD projector. In addition, all students have access to meeting the California Content State Standards across all core curricular areas using technology on a daily basis due to the five computer carts that act as mobile computer labs. The school library is equipped with two computer stations for student use. It is state-of-the-art with a computer inventory system and a reader's theatre. It is equipped with media resources that provide teachers and students access to the most current software programs to support instruction and student exploration. It also contains instructional resource material that will assist teachers in continuing with their professional growth. We also have a science lab and an arts lab. Both have resources to promote the investigations that are conducted to meet the goals of the Project-Based Learning studies as well as the isolated, subject-specific units of study. The students have access to educational software at school and at home that is research-based and aligned to the California Common Core Standards: Lexia, IXL, Citelighter, Reading Plus, Adventures to Fitness, and we will soon provide ST Math in the near future.

Sally Ride Elementary School: A SMARt Academy is guided by the core principles of 21st Century Learning Skills, and deepen the students' connection to these skills through Project-Based Learning, the 16 Habits of Mind, the Restorative Justice protocols, and the 7 Norms of Collaboration under the umbrella of Response to Instruction & Intervention and Trauma-Informed Instruction, which are based upon current, cutting-edge research. Three fundamental characteristics comprise the culture of our school: a focused, academic emphasis; the collective efficacy and trust among/between all of its members, and the certainty that each and every student is highly valued

and has the potential to achieve the goals that he/she is determined to reach. As a transformation school, parents and community members are viewed as co-constructors in the knowledge building of the school. United as a school community, we work together to promote the culture of the school through the establishment of governing bodies within the school community; such as the School Site Council (SSC), the English Learner Advisory Committee (ELAC), the Safety Committee, and the Leadership Council whose goal is to participate and support every child's academic achievement. Meetings are held consistently on a monthly basis. A Parent Center is available for creating more meaningful forms of parent involvement. Opportunities for volunteering are available to all eligible community members. Communication between the members of the school community is conducted through timely, written notifications, generated telephone and electronic communication through Connect-Ed, as well as public signs/posters placed in a variety of open areas that can be easily accessed; all of which are in English and the home language.

We are committed to creating opportunities for members of the community and families to actively participate in a positive manner as indicated in the Parent Involvement Policy that includes academic events, such as science fairs, literacy/math evenings, sports and art/music/theatre events in order to connect school lessons to larger world issues through Project-Based Learning.

With the guidance of Local District Central, Sally Ride Elementary School: A SMARt Academy will also collaborate closely with other Central schools to learn and to practice effective instructional strategies, to facilitate articulation between schools, and stay informed on community resources and needs.

As a Public School Choice 3.0 school, our plan stresses the "Whole Child"; the philosophy that academic excellence is demonstrated through rigorous, but achievable, academic goals for students, an orderly learning environment, and developing within the students an intrinsic motivation to work diligently, respect themselves and each other, as well as persist in attaining academic excellence. As collaborators on their child's academic growth, it is the responsibility of the school to provide consistent, individual student academic assessment results in a clear, focused fashion and in a language the parents can understand. The focus on Project-Based Learning and Universal Theme instruction with the 21st Century Skills provide guidance and motivation for both students and their teachers.

We believe that efficacious teachers who practice trust and collegiality among themselves and model it for their students and other adults create the necessary environment where true transformation can take place. Therefore, every stakeholder is provided with training in resiliency-building, empathy, mindfulness, and self-care through Cognitive Coaching, ECHO Parenting & Education workshops and coaching, A Thousand Joys student-centered Social-Emotional program, Second-Step, and Adaptive Schools strategies and protocols. At Sally Ride Elementary School: A SMARt Academy there is consistent professional development that spans all the grade levels in vertical teams for deeper, more comprehensive communication and understanding.

In order to ensure that all children have equal access to achieve academic success, Sally Ride Elementary School: A SMARt Academy ensures that categorical funding is used appropriately for all students instead of a targeted few. In order for the lowest achieving students to meet high standards of performance, their entire instructional program, not just a separate Title I program, must improve significantly. Educators in highly successful schools expect high academic achievement from every child, and when an entire school is the target of change, schools serving the most disadvantaged youth can achieve success through the use of effective supplemental instructional materials, and instructional/purposeful field trips that establish a stronger connection between the content of a lesson or unit and the real world.

Sally Ride Elementary School: A SMARt Academy has realized a comprehensive approach to learning that recognizes that successful students are not only knowledgeable but also emotionally and physically healthy; engaged in endeavors beyond basic skills. The school community has created an environment where this can exist by developing consistent, needs-based professional development and establishing a focused, explicit paradigm of instruction for student success based on the theories of Arthur Costa: "Cognitive Coaching: A Foundation for Renaissance Schools, Learning and Leading with Habits of Mind"; Robert Garmston: "Adaptive Schools" and "Response to Instruction and Intervention" (RTI2). We are dedicated to building a school based on the foundation of valuing, understanding, and making commitments to the Constructivist Principles of Learning throughout the school culture and curriculum. The following waivers were granted under the Local Initiative School Program: Change to scheduling and delivery of professional development as well as the mutual consent to the plan requirement for employees; the addition of Project-Based Learning as a core component of our instructional day; and the inclusion of the 16 Habits of Mind in the collection of school-wide assessments.

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

On a Traditional Calendar of 180 days instruction, Sally Ride Elementary School: A SMARt Academy provides instruction to students in the following grades: Transitional Kindergarten through 5th. There are two Special Education programs: RSP and SDC – Mild to Moderate. Some of our students receive Adaptive Physical Education, Speech Therapy, Occupational Therapy, Deaf and Hard of Hearing, and counseling services based on eligibility. In compliance with State Ed. Code and District policy, students are placed in classes according to the Home Language Survey and student data from the CELDT.

3. Indicate student enrollment figures:

Currently there are 556 enrolled students. Approximately 6% are eligible to receive Special Education services. 5% are identified Gifted. On average of 70% of the students maintain a 96.3% attendance rate. Sally Ride Elementary School: A SMARt Academy belongs to the Local District Central schools. It feeds into Carver Middle School.

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

Based on the 2017-2018 Title I ranking, 95.65% of Sally Ride Elementary school students are low-income. 99.42% of the students have a home language of Spanish.

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

Based on the 2016-2017 MyData report, 6.8% of the students are African American, 91.6% are Hispanic, 94.7% are Socioeconomically Disadvantaged, 62.8% are English Learners, 7.1% are Students with Disabilities, and 1.1% are Foster Youth.

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:

Parents receive written notification of their child's standing a minimum of two times a year through the use of progress reports. The school also sends a written notification at the beginning of the school year to inform the parents of their child's academic standing. It includes the most recent test results; and, for EL students, CELDT scores and ELD grades. Parents receive oral and written interpretations in English and, if necessary, their home language for test results on an annual basis as a whole group through ELAC and SST meetings. Parents also have multiple opportunities to meet with the teacher, Assistant Principal and/or Principal to receive an explanation of their child's unique academic standing through conferences that are held a minimum of two times a year. All parent-teacher conferences are student-led. We also provide additional opportunities for parents to meet with their child's teacher at every mid-point of a semester in order to discuss their child's progress toward meeting the grade-level expectations. All meetings and written communications are delivered in the parents' home language to ensure understanding and continued active involvement.

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

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

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

Other important characteristics of the school:

Sally Ride Elementary School: A SMARt Academy has as its core philosophy that in order for anyone to learn, he/she must be able to focus and be a positive, active participant. Thus we have implemented programs that ensure that each child is able to develop within themselves the ability to self regulate their emotions, minds, bodies. We have been working with ECHO Parenting & Education to bring workshops to our parents and professional development to the teachers on developing peaceful and supportive communication systems as well as effective strategies that can be used in Trauma-Informed classrooms. ECHO has also brought in coaching for our teachers that have a stronger need for on demand coping and regulation skills for their students. A Thousand Joys is an organization that brings to our students exercises and activities that allow them to guide them toward understand their emotions, and reducing stress, and disregulation through yoga, drumming, meditaion, mindfulness, and affirmations. Art is taught at Sally Ride ES in order to assist the students in developing Socio-Emotional regulation life-skills. The arts provide students a safe nurturing way to identify and learn how to appreciate in themselves other ways to communicate: Every student in grade 5 receives ballroom dancing; students in 4th grade learn theatre arts; all students in 3rd grade receive visual arts; and students in TK - 2nd receive exposure to the different art forms throughout the year. Every teacher is better prepared to assist students in their learning through the incorporation of Trauma Informed Instruction, Project-Based Learning, and a certainty that they can and will achieve.

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

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

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

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

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

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

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	The SPSA Evaluation and Needs Assessment Survey were completed by council members, strategies and actions were evaluated and measured using data from different sources (MyData, CELDT, AMAOs, Student Grades, DIBELs, SARC, SBAC, School Experience Survey) to determine changes. All six areas of the SPSA were discussed to determine changes and needs to increase student achievement (Language Art, Mathematics, English Language Development, Graduation, Culture and Climate, Social, & Emotional)	12/15/2015, 03/21/2017, 02/09/2017, 02/16/2017, 03/16/2017
<input checked="" type="checkbox"/> English Learner Advisory Committee	The SPSA Evaluation and Needs Assessment Survey were completed by council members, strategies and actions were evaluated and measured using data from different sources (MyData, CELDT, AMAOs, Student Grades, DIBELs, SARC, SBAC, School Experience Survey) to determine changes. All six areas of the SPSA were discussed to determine changes and needs to increase student achievement (Language Art, Mathematics, English Language Development, Graduation, Culture and Climate, Social, & Emotional)	01/26/2017, 02/01/2017, 02/16/2017, 03/16/2017
<input checked="" type="checkbox"/> Other: Faculty	The Needs Assessment Survey were completed by staff members. All six areas of the SPSA were discussed to determine changes and needs to increase student achievement (Language Art, Mathematics, English Language Development, Graduation, Culture and Climate, Social, & Emotional)	02/13/2017

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

ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input checked="" type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input 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
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

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

In analyzing the 2015-2016 School Report Card, 62% of the Kindergarten students met the end of the year benchmark on the DIBELS, which is a 14% increase from the 14-15 school year of 48%. Forty seven percent of the first grade students met the end of the year benchmark on the DIBELS, which is a 5% increase from the 14-15 school year of 42%, and 37% of the second graders met the end of the year benchmark on the DIBELS, which is a 15% decrease from the 14-15 school year of 52%. On the ELA SBAC exam 20% of the 3rd through 5th grade students met or exceeded the standards in ELA, which is a 2% decrease from the 14-15 score of 22%. On the Mathematics SBAC exam 12% of the 3rd through 5th grade met or exceeded the standards which is a 6% decrease from the 14-15 school year of 18%.

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

Although some progress has been made with DIBELS, for students in Kindergarten and first grade, students in second grade scores have dropped by 15%. In addition, students' SBAC results also decreased in both ELA and Mathematics. Data analysis needs to occur so that teachers can determine areas of need and be able to implement intervention strategies to meet the students needs.

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

N/A

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

The school did not meet its measurable objective.

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

Targeted intervention will take place for students not making progress in a timely manner during the first and second semester. Opportunity for teachers to analyze data to determine student need will take place during and after the school day.

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

By Spring 2018, the percentage of students who meet or exceed the standards on the SBAC will increase from 20% to 26% in English Language Arts and from 12% to 20% in mathematics.

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

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Principal, Assistant Principal, Instructional Coach, and TSP will provide trainings to teachers focusing on the following: <ul style="list-style-type: none"> • LAUSD A-G Requirements • Analyzing data of students • Preparing students for the transition to middle school • Establishing a college and career environment • Graduation Requirements • College Workshops • District mandates and policy regarding graduation 	07/01/2017 06/30/2018	Principal, Assistant Principal, Instructional Coach will monitor Professional Development topics and teacher evaluations.

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

Focus Area: Effective Classroom Instruction

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will work with the Instructional Coach to get target strategies that will address the students that are not meeting state and District Assessments. In addition, Teacher Assistants will work with students to provide additional support in the areas of English Language Arts and Mathematics.	07/01/2017 06/30/2018	The Principal, Assistant Principal will monitor Professional Development topics and teacher evaluations.

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

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

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school will implement an Intervention program that will target ELA, Math an ELD for students performing below grade level on the SBAC and district assessments. Teachers will focus on moving students toward proficiency on the California Content State Standards. The intervention Program will include Tutor Teacher X time for teachers, pre and post planning, pay for teachers teaching the program as well as purchasing instructional material to support the instruction. Students performing below grade level will attend the 1 hour session after school three times a week</p> <ul style="list-style-type: none"> • The following intervention material will be used: Brain Pop, IXL, Achieve 300, Words Their Way, Lucy Calkins, Kagan, DataWork, Educational Research (ERN), Growing Educators, LearnZilion, Mondo, Breaking the Code, SRA, Rally, Follett, and Words Their Way as the intervention program for students 	<p>07/01/2017 06/30/2018</p>	<p>The Principal, Assistant Principal, and TSP will monitor student progress by using pre and post assessments. Attendance rosters, sign-ins, agendas and evaluations will determine effectiveness of the program.</p>

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

Focus Area:	Building Parent Capacity and Partnership to Support the Academic Goal	<i>Academic : 100% Graduation</i>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Principal, Assistant Principal, TSP, Community Representative, and teachers will provide workshop to parents on the following graduation topics</p> <ul style="list-style-type: none"> • LAUSD A-G graduation requirements • The Individual Graduation Plan (high school) and Individual Culmination Plan (middle school) • College and Career Readiness • Strategies that can be implemented at home to encourage college interest • Colleges and university eligibility • District Policy and mandates regarding graduation 	<p>07/01/2017 06/30/2018</p>	<p>The School Experience Survey and SPSA evaluation will determine parent participation. Agendas, sign-ins, and evaluations will determine effectiveness of topics.</p>

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

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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

The SBAC scores for the 2015-2016 demonstrated minimal growth in the area of language arts. Only 20% of the students and only 3% of English Learners met or exceeded the standards. Recent interventions in English Language Arts in the areas of Listening and Speaking allowed for partial growth affecting some student achievement levels. Factors explaining partial growth include lack of timely implementation, not matching to student needs, and not enough money to implement a full program directed to all students. Intervention was not effective. There was a lack of and inconsistent use of material. The intervention program also takes place at the end of the year with poor student participation.

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

Students are not making progress in English Language Arts. Only 3% of English Learners have met or exceeded the standards for two years, the 14-15 and 15-16 school year.

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

N/A

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

N/A

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

Implementation of Early Language and Literacy Plan Academies will continue for the 2017-2018 school year in Language Art (K-3). Instructional material to support the academies and intervention will be purchased.

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

By the Spring 2018, the ELA SBAC scores will increase from 20% to 30% for the 3rd through 5th grade students and the DIBELS EOY scores will increase from 37% to 53% for students in 2nd grade.

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

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

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teachers serving socially economically disadvantaged students, students with disabilities, EL's, RFEPs, SELs, and LTELs will participate in Professional Development around the implementation of the California Content State Standards in Language Art and the six ELA instructional shifts (increase in nonfiction text; content area literacy in science, history/s, and technological subjects; increase complexity of texts; focus on text based questions; writing arguments with text based support; focus on academic vocabulary):</p> <ul style="list-style-type: none"> • Strategies and techniques will include the use of developing S.M.A.R.T. goals, rubrics, scaffolding, on-going implementation of culturally relevant and responsive pedagogy, differentiated instruction and in the use of examining quantitative and qualitative data to improve instructional practices. • Teacher serving at risk students will be provided with release time to plan lessons around Text Complexity, Text Dependent Questions, and Close Reading. • Teachers will attend professional development around the six ELA instructional shifts (text based evidence, writing from sources, academic vocabulary, nonfiction text, complexity of texts) • Teachers will have time to collaborate, plan, deliver, reflect, and revise California Content State Standards aligned lessons 	<p>07/01/2017 06/30/2018</p>	<p>The Principal, Assistant Principal, and Instructional coach will monitor the topics for PD AGendas and sign-ins, teacher evaluations of PD and classroom observations and walkthroughs will be used. DIBELs and SBAC will also determine student progress.</p>
<p>Teacher Release Days will allow teachers to be released to develop lessons in Language Arts for at risk students focusing on the California Content State Standards. In addition, teachers will receive Staff Training Rate to participate in professional development beyond the regular school day. The teachers will focus on analyzing data such as LPA and SBAC. Teachers will participate in preparation of lessons that address the needs of EL's, RFEPs, SELs, and LTELs.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Principal will monitor the topics for PD, agendas and sign-ins.</p>
<p>Teachers serving socially economically disadvantage students will attend district approved conferences and workshops in the area of English Language Arts to support the implementation of the Common Core State Standards and gather strategies that will allow for differentiation of instruction for at-risk-students in English Language Arts. Conferences will include but not limited to Brain Pop, IXL, Achieve 300, Words Their Way, Lucy Calkins, Kagan, DataWork, Educational Research (ERN), Growing Educators, LearnZilion, GATE Conference, CA Kindergarten Conference, CABE, One Integration Conference, ONE conference, Inner City Art (Music Center), UCLA Center X, UCLA Writing Project and the CA Reading and Literate Project, BUCK and ECHO Education. Teacher attending the conferences will be asked to share the strategies learned with others in the school.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Principal will meet with the teachers attending the conference to determine PD.</p>
<p>Contracted instructional services from outside agencies and staff training rate will provide Professional Development to teachers and staff to support at risk students. Professional Development will include explicit development of form and function in Language Skills and use of Access to Core Strategies for English Learners. Organizations will include Buck Institute, the Music Center and Inner City Arts, ECHO Education, Dancing Classrooms Los Angeles, Powerful Choices, and Growing Educators. (80 hrs. @ \$25=\$1,993)</p> <ul style="list-style-type: none"> • Use of Project Based Learning • Development of technology resources to create deeper connections for students • PD for teachers to gain greater content knowledge and expand effective planning and instruction • Services will support Tier II interventions for students not meeting grade-level standards • Professional development for teachers in delivering Tier II intervention strategies to enhance students skills in Language Arts 	<p>07/01/2017 06/30/2018</p>	<p>The Principal will monitor agendas, sign-ins and reflections.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Instructional Coach will provide demonstration lessons around the implementation of the California Content State Standards and the six ELA instructional shifts (increase in nonfiction text; content area literacy in science, history/s.s. and technological subjects; increase complexity of texts; focus on text based questions; writing arguments with text based support; focus on academic vocabulary). <ul style="list-style-type: none"> • Conduct classroom observations • Participate in school-wide professional development planning and delivery • Provide and present data for teachers, leadership team, and parents as appropriate. 	07/01/2017 06/30/2018	The Principal will monitor agendas, sign-ins, reflections, PD activities and analyze student data.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	11316 - STAFF TRNG R 1 CERT	11316	1,993		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Funding for Teacher Assistants, Teacher Assistant Relief Time, and Health Benefits to provide instructional support in English Language Arts, English Language Development and Mathematics for students at risk of not meeting grade-level standards under the direct support of a credentialed teacher in the classroom through scaffolding, and/or primary language support as well.	07/01/2017 06/30/2018	The Principal, Assistant Principal and TSP will monitor and assign TAs.
Funding for curricular trips and admission tickets for students at risk to support the core instructional program to bring real world connections to literature and deepen effective vocabulary use. The trip include the following sites: Newton Police Station, Discovery Cube LA, Eaton Canyon Nature Center, Huntington Beach, Underwood Farms, Mother's Beach, Gene Autry Museum, Music Center, Carver Middle School, Natural History Museum, LACMA, South Coast Botanic Garden, Vernon Park, LA Arboretum, California Science Center, Cabrillo Beach Aquarium, LA Zoo, South Gate Park, Columbia Memorial Space Center, Peterson Automotive Museum and the Getty Villa.	07/01/2017 06/30/2018	The Assistant Principal, TSP and teachers will plan and organize standards aligned trips.
Funding for Other Non-Instructional Contracted Services and Maintenance of Equipment to support the instruction for students-at-risk. <ul style="list-style-type: none"> • Toshiba copy machines • Printer and duplos 	07/01/2017 06/30/2018	The Principal will work with the SAA to purchase the appropriate contracts.
In order to support the implementation of computerized assessments and instructional programs for at risk students in Language Arts, the Information Systems Support Assistant would perform a variety of duties including: <ul style="list-style-type: none"> • Installation of computers • Updating and checking hardware, systems software, and computer programs that support Language Arts • Ensure that technology is available from supplementary literacy programs for at-risk students 	07/01/2017 06/30/2018	The Principal will monitor activities and assess technology logs and issues.
The Library Aide will work with students and teachers in the school library to assure that at-risk students have access to literature and library resources to support the instruction in the classroom and perform clerical and computer duties to support the library functions.	07/01/2017 06/30/2018	The Principal will monitor duties and library activities.
Funding for supplemental instructional material to purchase items that will support Professional Development for teachers will be purchased. Supplemental Instructional Material will be purchased from Excellent reader, Brain Pop, Lee and Low Book Seller Publish, Kaeden, Mondo, Scholastic, Really Good Stuff, Words Their Way, Achieve 300, SRA, Rally, Follet, Books and More, Rally, and ETA Hand 2 Mind.	07/01/2017 06/30/2018	The Principal will monitor items purchased. Classroom visits will inform implementation of instructional material being used.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2* (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2* (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	107762	9,230	1.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	10,200		100
CE-NCLB T1 Schools (7S046)	50003 - OTH NON INSTRL CONT	50003	5,012	0.00	100
CE-NCLB T1 Schools (7S046)	40269 - SUPPLMTL INSTRL MAT	40269	26,750	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	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school will implement an English Language Arts and English Language Development Intervention program for students performing below grade level in ELA and district ELA assessments. Intervention will also target students that are not making progress on the CELDT test. Teachers will focus on moving students toward proficiency on both the California Content State Standards and ELD Standards. The intervention Program will include Tutor Teacher X time for teachers, pre and post planning, pay for teachers teaching the program as well as purchasing instructional material to support the instruction.</p> <ul style="list-style-type: none"> • Students performing below grade level in Language Arts will attend the 1 hour session after school three times a week • Students not making progress on the CELDT • The following intervention material will be used: Brain Pop, IXL, Achieve 300, Words Their Way, Lucy Calkins, Kagan, DataWork, Educational Research (ERN), Growing Educators, LearnZilion, Mondo, Breaking the Code, SRA, Rally, Follett, and Words Their Way as the intervention program for students 	06/30/2017 08/30/2018	The Principal, Assistant Principal and TSP will monitor student progress by using pre and post tests. Attendance rosters, expenditures records, sign-ins, agendas and evaluations will determine effectiveness of the program.
Purchase software and renew Lexia intervention program site license to provide supplemental services to those at risk students performing below grade level in Language arts during and after school hours (5 years).	06/30/2017 08/30/2018	The Principal and System Support Assistant will ensure that the Lexia program and other software is being implemented inthe classroom.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	2,142		100

Focus Area:

Building Parent Capacity and Partnership to Support the Academic Goal

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Principal, Assistant Principal, Community Representative, TSP Advisor, and teachers will provide parent trainings and workshops that build parent capacity in the area of Language Arts in order for parents to provide support at home. Topics of workshops and training include but no limited to: <ul style="list-style-type: none"> • California Content State Standards in English Language Arts • Differentiation of Instruction • Literacy • How to Support Children's learning at Home • Participation in student projects such as those lead by Iridescent Learning • Data Analysis (LPA, DIBELs, SBAC) • Project Based Learning (Buck Institute) 	07/01/2017 06/30/2018	The School Experience Survey and SPSA evaluation will determine parent participation. Agendas, sign-ins, and evaluations will determine effectiveness of topics.
The school will select and send parents to LAUSD and local district approved conferences that target Language Arts strategies and support the implementation of the California Content State Standards that include but not limited to CAFE, NABE, and AEMP. Selected parents would come back and share the information learned with parents.	07/01/2017 06/30/2018	The Principal and TSP will determine what conference to attend and parents to send.
Parent will be provided with training and workshops from organizations outside LAUSD to support their children at home. Buck Institute and ECHO Parenting will provide Parent Trainings that include activities that will deepen understanding of student behavior and strategies based on non-violent communication techniques which are founded in the PSC Plan.	07/01/2017 06/30/2018	The Principal will monitor agendas, sign-ins and reflections.

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

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

ACADEMIC GOAL — MATHEMATICS

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

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

The SBAC scores for the 15-16 scores demonstrated a decrease in the area of mathematics. Only 12% of the students and only 3% of English Learners met or exceeded the standards. This was 6% decrease from the 14-15 scores for all students. We will focus on addressing use of modeling, argument and critiquing.

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

Factors explaining partial growth include lack of timely implementation not matching to students needs, and not enough money to implement a full program directed to all students.

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

NA

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

NA

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

Teachers will provide high quality cognitive and rigorous tasks that incorporate challenging techniques to provide extensive opportunities for the students to engage in student-to-student interactions. Teachers will focus on addressing use of modeling, argument and critiquing, and using persistence to solve problems in order to address students' conceptual understanding. Teachers will create integrated math lessons that incorporate the Three Phase Math lessons and implement the constructive conversations skills to address English Learners.

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

By the Spring, the 2018, the percentage of students who meet or exceed the standards on the SBAC will increase from 12% to 20% in Mathematics.

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

Focus Area:

Lesson Planning, Data Analysis, and Professional Development

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teachers serving socially economically disadvantaged students, students with disabilities, EL's, RFEPs, SELs, and LTELs will participate in Professional Development around the implementation of the California Content State Standards in Math and the three Math instructional shifts (FOCUS, COHERENCE and RIGOR). Professional Developments includes topics on:</p> <ul style="list-style-type: none"> • Research-based instructional core strategies and techniques • S.M.A.R.T. goals • DOK questions • Three Phase Lessons • Rubrics • Differentiated instruction • Gradual Release Model • Project Based Learning • Small Group & Individualized instruction • Preloading & Review of concepts and skills taught • Scaffold direct instruction • Cooperative Learning • Use of manipulatives • Challenging, higher order thinking activities • Peer coaching opportunities during guided and independent practice • Use of hands-on, kinesthetic, & visual instructional activities • Dr. Sandra Kaplan's Depth and Complexity protocols • Funding for supplemental instructional material to purchase items that will support Professional Development for teachers. Supplemental Instructional Material will be purchased from Mondo, Excellent reader, Ticket to Read, Brain Pop, Lee and Low Book Seller Publish, Kalen, Mondo, Scholastic, Really Good Stuff and ETA Hand 2 Mind. 	<p>07/01/2017 06/30/2018</p>	<p>Principal, Assistant Principal, and Instructional Coach will monitor the topics for PD Agendas and sign-ins, teacher evaluations of PD, and classroom observations and walkthroughs will be used. The MIA's, and SBAC will also determine student progress.</p>
<p>Teachers serving socially economically disadvantage students will attend district approved conferences to support the implementation of the California Content State Standards and gather strategies that will allow for differentiation of instruction for at-risk-students in Mathematics. Conferences include but not limited to UCLA Curtis Center, Kagan, IXL, And Brain Pop.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Principal will meet with the teachers attending the conference to determine PD.</p>
<p>Teacher Release Days will give teachers serving at risk students release time for to plan lessons incorporating FOCUS, COHERENCE, RIGOR, and the Mathematical Practices:</p> <ul style="list-style-type: none"> • To support the California Content State Standards in mathematics to access a guaranteed and viable curriculum for all students through the development and implementation of interdisciplinary units using research-based strategies, SDAIE and ELD strategies. • To observe lessons • To reflect and debrief on instructional practices • To plan, deliver, reflect, and revise Common Core aligned lessons that follow the LAUSD Map. • To understand the content progressions in order to diagnose knowledge deficits relating to the common core standards • Time for teachers to analyze student work and provide actionable feedback at the standards cluster level • Collaborative time to articulate across grade levels regarding grade level expected fluencies, common grade level domains, and progressive application of the standards for mathematical practice • Analyze data such as the MIA and SBAC. 	<p>07/01/2017 06/30/2018</p>	<p>The Principal will monitor the topics for PD, agendas ad sign-ins. Teacher reflections will be used.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Instructional Coach will provide demonstration lessons around the implementation of the California Content State Standards and the three Math instructional shifts (FOCUS, COHERENCE and RIGOR) and the Mathematical Practices: <ul style="list-style-type: none"> • Conduct classroom observations • Participate in school-wide professional development planning and delivery • Provide and present data for teachers, leadership team, and parents as appropriate 	07/01/2017 06/30/2018	The Pricipal will monitor agendas, sign-in, reflections, PD activities and analyze student data
Funding for contracted instructional services and staff training from the Music Center and Inner City Arts to enhance and support at-risk students in the area of Mathematics through the use of the arts. <ul style="list-style-type: none"> • Services will support Tier II interventions for students not meeting grade-level standards • Professional development for teachers in delivering Tier II intervention strategies to enhance students skills in Mathematics 	07/01/2017 06/30/2018	The Principal will monitor agendas, sign-ins, and reflections

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Funding for Teacher Assistants, Teacher Assistant Relief Time, and Health Befebits to provide instructional support in Mathematics, English Language Arts, and English Language Development to students at risk of not meeting grade-level standard under the direct support of a highly qualified teacher in the classroom through scaffolding, and/or primary language support as well.	07/01/2017 06/30/2018	The Principal, Assistant Principal and TSP will monitor and assign TAs.
Funding for curricular trips and admission tickets for academic fieldtrips to support the core instructional program and bring real world connections to mathematics and deepen effective vocabulary use. The trips include the following sites: Newton Police Station, Discovery Cube LA, Eaton Canyon Nature Center, Huntington Beach, Underwood Farms, Mother's Beach, Gene Autry Museum, Music Center, Carver Middle School, Natural History Museum, LACMA, South Coast Botanic Garden, Vernon Park, LA Arboretum, California Science Center, Cabrillo Beach Aquarium, LA Zoo, South Gate Park, Columbia Memorial Space Center, Peterson Automotive Museum and the Getty Villa.	07/01/2017 06/30/2018	The Assistant Principal, TSP and teachers will plan and organize standards aligned trips.
Funding for supplemental instructional material to support the transition to the California Content State Standards from: <ul style="list-style-type: none"> • Everyday Mathematics • Lessons in Algebraic Thinking • Measuring Up K-5 • Supplemental CC Workbooks • Brain Pop 	07/01/2017 06/30/2018	The Principal will work with the SAA to purchase the appropriate contracts.
In order to support the implementation of computerized assessments and instructional programs the Information Systems Support Assistant would perform a variety of duties including: <ul style="list-style-type: none"> • Installation of computers • Updating and checking hardware, systems software, and computer programs that support Mathematics • Ensure that technology is available from supplementary literacy programs for at-risk students 	07/01/2017 06/30/2018	The Principal will monitor activities and assess technology logs and issues.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will implement a Mathematics Intervention program for students performing below grade level in Math and district math assessments. Teachers will focus on moving students toward proficiency on the California Content State Standards. The intervention Program will include Tutor Teacher X time for teachers, pre and post planning, pay for teachers teaching the program as well as purchasing instructional material to support the instruction. <ul style="list-style-type: none"> • Students performing below grade level in mathematics will attend the 1 hour session after school 3 times a week • Mind Math, Measuring Up, Engage NY, and MyMath will be used as the intervention program for K-5th grade in addition to the intervention material offered by the core program. 	07/01/2017 06/30/2018	The Principal, Assistant Principal and TSP will monitor student progress by using pre and post assessments. Attendance rosters, expenditure records, sign-ins, agendas and evaluations will determine effectiveness of the program.
Purchase or renew software that include Symphony and TenMark, intervention program site licenses to provide supplemental services to those students performing below grade level in mathematics during and after school hours (5 years).	07/01/2017 06/30/2018	The Principal and System Support Assistant will ensure that the Symphony program and other software is being implemented in the classrooms.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Principal, Assistant Principal, Community Representative, TSP Adviser (Differential & X-Time), and teachers will provide parent trainings and workshops that build parent capacity in the area of Mathematics in order for parents to provide support at home. Topics of workshops and training include but no limited to: <ul style="list-style-type: none"> • California Content State Standards in Mathematics • Differentiation of Instruction • Numeracy • How to Support Children's learning at Home • Participation in student projects such as those lead by Iridescent Learning • Data analysis (MIA, SBAC) • Project Based Learning (Buck Institute) 	07/01/2017 06/30/2018	The School Experience Survey and SPSA evaluation will determine parent participation. Agendas, sign-ins, and evaluation will determine effectiveness of the topics.
Parent will be provided with training and workshops from organizations outside LAUSD to support their children at home. Buck Institute and ECHO Parenting will provide Parent Trainings that include activities that will deepen understanding of student behavior and strategies based on non-violent communication techniques which are founded in the PSC Plan.	07/01/2017 06/30/2018	The Principal will monitor agendas sign-ins and reflections.

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

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

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

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

<input checked="" type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input checked="" type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input 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
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

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

The percentage of students that are making progress on the CELDT has increased from 35% in 14-15 to 43% in the 15-16 school year. However the Reclassification rate has decreased from 9% in 14-15 to 7% in the 15-16 school year.

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

Recent interventions in the areas of Listening and Speaking allowed for partial growth affecting some student achievement levels. Intervention strategies were not effective due to it not being specific to the students' need as well as not enough hours for the implementation of a full program directed to all students.

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

NA

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

NA

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

Teachers will be implementing Designated and Integrated ELD on a daily basis. The Constructive Conversation Skills will also be implemented throughout the day in the different content areas.

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

By Spring 2018 the percentage of students that are making progress on the CELDT will increase from 43% to 50%. The Reclassification rate will increase from 7% to 15% in the 17-18 school year.

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

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

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teachers of English Learners, and LTEL students receive Professional Development in the areas of Designated and Integrated ELD to support progress towards Reclassification in all content areas. They receive PD around the implementation of the ELD California Content State Standards, culturally relevant and responsive pedagogy, and best practices. Professional Development X/Z Time, staff training, and Teacher Release Days are used to provide Professional Development in:</p> <ul style="list-style-type: none"> • SDAIE instructional strategies to ensure ELs are provided access to the core curriculum • Implement critical elements of SDAIE (Content, Connections, Comprehensibility, and Interactions) to enhance existing lessons and instruction • Treasure Enhanced lessons • Academic vocabulary development strategies • Curriculum Mapping with benchmarks for (ELD Progress, Periodic Assessments, Model Unit lesson training/planning) • Designated ELD Frame of Practice • Integrated ELD • Use of the Constructive Conversation Skills across all content areas (create, clarify, fortify, and negotiate) during Designated and Integrated ELD • Use of progress monitoring tool (Student Progress Forms) • How to develop ELD and Language Objectives • Scaffolding and differentiated instruction for students below proficiency in writing strategies, applications, and conventions on the Smarter Balance and CELDT tests. • Supplemental Instructional Material will need to be purchased to support the professional development and implementation of specific strategies learned. Supplemental Instructional Material will be purchased from Mondo, Excellent reader, Ticket to Read, Brain Pop, Lee and Low Book Seller Publish, Kaeden, Mondo, Scholastic, Really Good Stuff, Words Their Way, Achieve 300, SRA, Rally, Follet, ETA Hand 2 Mind, and Books and More 	<p>07/01/2017 06/30/2018</p>	<p>The Principal, Assistant Principal, and Instructional Coach monitor the topics for PD, agendas, sign-ins, and teacher evaluations. Classroom observations and walk-throughs are used to determine implementation of strategies being used.</p>
<p>Teacher Release Days are used to fund for data analysis and ELD content lessons planning to support the implementation of Designated and Integrated ELD strategies.</p> <ul style="list-style-type: none"> • Analyze CEDLT, Periodic and Common Formative and Summative Assessments Data • Look at student work, analyze progress, rubrics and prioritize needs for improvement • Work on Interdisciplinary Collaboration for S.M.A.R.T. goals and co-planning • Execute rigorous lessons using best practices, peer coaching and co-teaching • Plan curriculum Mapping with benchmarks for (ELD Progress Monitoring, Periodic Assessments, Model Unit lesson training/planning) • Plan intervention strategies using SDAIE/ELD, scaffolding and differential instruction 	<p>07/01/2017 06/30/2018</p>	<p>The Principal, Assistant Principal and Instructional Coach monitor the topics for PD, agendas and sign-ins. Teacher reflection is also be used.</p>
<p>Through Teacher Conferences and Teacher Release Days, teachers of English Learners attend the California Association of Bilingual Education, NABE, and other district approved conferences addressing English Learners, and LTELs to support the implementation of the new ELD California Content State Standards.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Principal, Assistant Principal, and Instructional Coach meet with the teachers attending the conference to determine appropriate PD.</p>

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

Academic : English Learner Programs

Focus Area: Effective Classroom Instruction

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Assistant Principal and Instructional Coach provide demonstration lessons using reciprocal teaching strategies, conduct professional development around access to core content and enhanced lessons for ELs, and gather, format, and present data relevant to the English Learner Program. <ul style="list-style-type: none"> • Model the use of the enhanced lessons from Treasures • Model and present Designated and Integrated lessons and debriefs • Conduct classroom observations • Participate in school-wide professional development planning and delivery • Function as a resource for data and data analysis related to English Learners (CELDT, DIBELs, SPFs, IAs, and SBAC) 	07/01/2017 06/30/2018	The Principal, Assistant Principal and Instructional Coach will monitor agendas, sign-ins reflections, PD activities and analyze student data.
The Assistant Principal and Instructional Coach provide demonstration lessons, conduct professional development around access to core content for ELs, and gather, format, and present data relevant to the English Learner Program. <ul style="list-style-type: none"> • Conduct demonstration lessons to model use of effective ELD/SDAIE methodologies • Coordinate and the development of model lessons using ELD/SDAIE lesson design to ensure access to grade-level content for ELs • Model effective use of access to core strategies • Plan and conduct professional development for teachers, paraprofessionals, parents and community members • Facilitate grade-level and banked time meetings 	07/01/2017 06/30/2018	The Principal, Assistant Principal and Instructional Coach will monitor agendas, sign-ins, reflections, PD activities and analyze student data.
The Teacher Assistants use Relief Time to support students outside their regular assignment. This support is provided during the intervention programs afterschool, under the direct support of a highly qualified teacher, three times a week. They assist with implementation of SDAIE and ELD strategies across the curriculum, reinforce lessons to small group or individuals for one on one tutoring and provide primary language support.	07/01/2017 06/30/2018	The Assistant Principal assigns, evaluates, and meets with the Teacher Assistants to assure successful support in the classroom.
The Principal, Assistant Principal and Testing Coordinator provide support in the implementation of computerized assessments and instructional programs such as: <ul style="list-style-type: none"> • Installation of computers • Updating and checking hardware, systems software, and computer programs that support English Language Development • Ensuring that technology is available from supplementary literacy programs for English Language Learners 	07/01/2017 06/30/2018	The Principal and the Assistant Principal monitor activities and assess technology logs and issues.

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

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

Academic : English Learner Programs

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school implements an EL Intervention Program for English Learners, including LTEL's that are not making adequate progress in Tier I instruction, grade-level standards, and state and district assessment including LPA, MPA, DIBELS, CELDT and SBAC. The intervention Program includes Tutor Teacher X time for teachers, pre and post planning, pay for teachers teaching the program as well as purchasing instructional material to support the instruction.</p> <ul style="list-style-type: none"> • EL students scoring less than proficient on the LPA, MPA, Progress marks and SBAC assessments attend the hour after school, three times a week • EL students scoring Beginning, Early Intermediate, Intermediate on the CELDT attend the 1 hour after school, Monday through Friday • EL students who have remained on the same CELDT level for two or more consecutive years receive support • Use of Mondo and the Core Instructional Intervention Program and other supplemental intervention material is used to support the intervention program for K-5th grade 	<p>07/01/2017 06/30/2018</p>	<p>The Principal and Assistant Principal monitor student progress by using pre and post assessments. Attendance rosters, expenditure records, sign-ins, agendas and evaluations determine effectiveness of the program.</p>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Principal, Assistant Principal, and teachers provide Parent trainings and workshops on a monthly basis on Thursday's to develop a common understanding of the new ELD Standards, instructional programs, and promote language acquisition at home. The topics include, but are not limited to:</p> <ul style="list-style-type: none"> • ELD California Content Stat Standards • Constructive Conversation Skills • Integrated and Designated ELD • ELD Objective • Language Objectives • ELD Curriculum • Reclassification Data and Criteria • LTEL student-Parent meetings twice a year • Data Analysis (CELDT, DIBELS, AMAOs, Language Census, Progress Monitoring) • Master Plan Instructional Programs • School Attendance 	<p>07/01/2017 06/30/2018</p>	<p>The School Experience Survey and SPSA evaluation determine parent participation. Agendas, sign-ins, and evaluations determine effectiveness of the program and of the topics.</p>
<p>The school selects and sends parents to LAUSD and local district approved conferences that target strategies for English Learners that support the implementation of the CA ELD standards that include but not limited to CAFE and NABE. Selected parents come back and share the information learned with parents.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Principal and Assistant Principal determine what conferences parents attend. Parents then present at meetings and councils. Parent evaluations also determine effectiveness of conferences attended.</p>

Budget

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

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

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

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

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

In 2015-2016, 57% of the parents responded to the School Experience Survey. This is an 18% increase from the 2014-2015 rate of 39%.

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

Although parent participation on the School Experience Survey increased, surveys and sign-ins have indicated a low turn out at workshops, trainings, and council meetings.

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

N/A

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

The creation of the Parent Involvement Policy, Parent Volunteer Program, and the purchase of a Community Representative has contributed to an increase in parental participation and support. Training and workshops in a variety of different topics have been presented to parents. There have also been a number of activities added to the school such as SMARt Nights, PBL Nights, and Service Thursdays to allow for parent participation. Parents have had the opportunity to meet with teachers during conferences. Parent Trainings on social emotional issues with organizations such as ECHO Parenting and Planned Parenthood have also been implemented to provide support to parents.

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

The school met its measurable objective.

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

The percentage of parents that respond to the School Experience Survey will increase from 57% in 2015-2016 to 65% in 2018.

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

Focus Area: Student, Staff, Parent Engagement

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school Principal, Community Representative, TSP Advisor, and teachers will provide Parent trainings, workshops, on a monthly basis on Thursday's to develop a common understanding of instructional programs, policy and parent involvement activities. Clerical and custodial overtime is needed to provide support before and after the meetings (such as sending flyers, surveys, making phone calls, setting up and cleaning areas for meetings)Topics will be presented at Coffee with the Principal, ELAC, SSC, volunteer and parent meetings throughout the year. The topics will include, but are not limited to:</p> <ul style="list-style-type: none"> • Upcoming Events • Developing an effective two-way communication with parents and teachers • LAUSD Graduation requirements • California Content State Standards in ELA, MATH, and ELD • College Workshops • Literacy • Numeracy • How to Support children's learning at home • Increase opportunities/events for parent involvement; e.g. SMARt Nights & SMARt Fairs, SMARt Community Fairs • Participation in student projects such as those lead by Iridescent Learning • Training on Habits of Minds, Seven Norms of Collaboration • Planned Parent hood • School Report Card • School Experience Survey • EL Master Plan • School Parent Compact • Tile I Parent Involvement Policy • Supplemental Instructional material would need to be purchased to support the topics being presented at the trainings (Parents Make a Difference, ECHO, and BUCK) 	<p>07/01/2017 06/30/2018</p>	<p>The School Experience Survey and SPSA evaluation will determine parent participation. Agendas, sig-ins, and evaluations will determine effectiveness of the topics</p>
<p>Parents will participate in LAUSD and local district approved Conference to support instruction at home such as CAFE, NABE, and AEMP to be able to provide further parent trainings and workshops to parents.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Principal and TSP will determine what conferences to attend and parents to send.</p>
<p>Parents will receive trainings and workshops from outside organizations to be able to provide support to their children at home. Contracted instructional services from ECHO Parenting will deepen understanding of student behavior and strategies based on non-violent communication techniques which are founded in the PSC Plan. Contracted instructional services from BUCK Institute will include explicit development of form and function in Language Skills and use of Access to Core Strategies for English Learners.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Needs Assessment Survey, Parent evaluations, sing-ins, and reflections will determine parent participation.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	50002 - CONTR INSTRL SVC	50002	1,600		100
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21468 - CLERICAL X-TIME	21468	1,000	0.00	100

Focus Area: Student, Staff, Parent Communication

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Principal, Assistant Principal, and Community Representative will create a monthly newsletter and parent calendar of parent workshops and activities that will be given to parents on a monthly basis. The Community Representative will promote the School Experience Survey to increase the parent participation from 39% to 50%. The school will operate a Parent Center that will serve as a place for parents to connect with other parents, volunteers, and be informed about topics and activities taking place at the school. In addition the Parent Involvement Policy will be distributed at the beginning of the year to all parents. The school will also inform parents on an on-going basis about the upcoming events through flyers. All of the material given and sent to parents will	07/01/2017 06/30/2018	The School Experience Survey and SPSA evaluation will determine parent participation. Agendas, sign-ins, and evaluations will determine effectiveness of the topics.
The Community Representative will communicate on a regular basis with parent using the following methods: <ul style="list-style-type: none"> • Monthly calendars • Marquee announcements • Weekly blackboard Connect phone calls with announcements • Monthly newsletter In addition technology (such as computers, IPADs, printers, and overheads) will be purchased in order for the Community Representative to be able to create flyers and newsletters for parents. In addition, the technology will also be used for conducting surveys to parents.	07/01/2017 06/30/2018	The Principal, Assistant Principal, and Community Representative will input the information in to the systems (Blackboard Connect, Marquee, etc.)

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	40127 - GEN SUPPLIES TECHNO	40127	2,508		100
CE-NCLB T1 Schools (7S046)	21720 - COMMUNITY REP.	21720	12,370	0.00	100

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

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

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input 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
<input type="checkbox"/>	Perception Data (e.g., surveys, focus groups, etc.)
<input checked="" type="checkbox"/>	Observation Data (e.g., classroom observations, playground observations, etc.)

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

The school did not meet its attendance rates for the 15-16 school year. 84% of staff had 96% or higher attendance rate and 69% of students had 96% or higher. 10% of the students had chronic absences which was a 35 decrease from the 14-15 school year. Although there was an increase in teacher attendance the student attendance rate decreased by 1% from the 14-15 school year of 13%. The school did not have any suspensions and thus no student lost any instructional days due to suspension.

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

Not having a full time PSA counselor and consistent motivational program contributed to the decrease in student attendance. Parent participation continues to be low when presenting topics such as attendance.

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

NA

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

NA

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

Intervention, strategies and activities need to continue. The school PSA and support staff will implement consistent activities that will motivate both students and staff to come to school. Parent trainings on the importance of regular school attendance will be presented along with other socio-emotional topics.

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

The percentage of students meeting a 96% or higher attendance rate will increase from 69% to 80% by Spring 2018. Students with chronic absences will continue to decrease from 10% to 5% in 2018.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will implement the School Wide Positive Behavioral Plan emphasizing Be Safe, Be Respectful, Be Responsible, Be Honest. Teachers will use Second Step to teach conflict resolution. The plan will be reviewed with the staff throughout the year. Teachers will receive Professional Development on: <ul style="list-style-type: none"> • Strategies that promote social emotional growth in the classroom • ECHO non-violent strategies in the classroom (ECHO Education) • Habits of Minds • Second Step 	07/01/2017 06/30/2018	Principal, Assistant Principal, and Instructional Coach will monitor the topics for PD Agendas and sign-ins, teacher evaluations of PD, and classroom observations and walkthroughs will be used.

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

Focus Area: Social / Emotional Interventions

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will implement an attendance incentive program that will acknowledge students and staff with perfect attendance to increase attendance rates that include assemblies, attendance certificates and class perfect attendance recognition. Counseling programs will be provided to both students and parents to address barriers to learning and attendance. Support personnel will ensure proper application of activities.	07/01/2017 06/30/2018	The Principal, Assistant Principal, Support Personnel, and Crisis Team, will review data to determine strategies for implementation.
Contract with A Thousand Joys, ECHO Parenting and Education, Dancing Classroom Los Angeles, Yoga Ed., outside agencies, which will provide trainings and workshops to support socio-emotional growth and positive youth development. Students will learn to build confidence and self-esteem, break down social barriers, eliminate bias, and learn to respect themselves and others who are different from them by developing strategies to assist in regulation.	07/01/2017 06/30/2018	The Principal will monitor implementation of the program through classroom participation and teacher feedback.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Psychiatric Social Worker will provide school-based mental health services to students, families, and staff impacted by behavioral and emotional challenges. Professional Development will include:</p> <ul style="list-style-type: none"> •Mental Health Awareness •Psychological First Aid •Staff Wellness and Self Care •Trauma Informed Schools •Crisis Preparedness, Response and Recovery •Suicide Prevention, Intervention and Postvention •Self Injury Education and Awareness •Threat Assessment and Management •Personal Safety and Child Abuse Prevention •Violence prevention and empathy building •Provide group and family counseling <p>In addition, the PSW will use data to inform student centered decisions, and provide workshops and trainings for parents in the area of social emotional competence. The PSW will assist with the school with the implementation of the following District Policies:</p> <ul style="list-style-type: none"> • Restorative Justice • Blueprint for Wellness Policy • Coordinated Safe and Healthy School Plan (Safe School Plan) • Discipline Foundation Plan • Crisis Response and Intervention • Threat Assessment and Management • Suicide Prevention, Intervention and Postvention • Access to School Mental health Clinic and Wellness Center Services <p>In addition, the PSW will participate on the SSPT and SST teams to identify interventions, follow implementation and monitor student progress.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Principal will monitor duties and activities to ensure that socio-emotional needs are being targeted. Agendas, sign-ins and reflections will determine areas covered. Classroom observations and walkthroughs will determine whether teachers are implementing the strategies learned during PD.</p>
<p>The School Psychologist will provide Professional Development, counseling, and consultation to students, parents and staff in the area of:</p> <ul style="list-style-type: none"> •Social Skills •Anger Management •Bullying •Grief and loss •Anxiety/school phobia •Crisis Counseling •Behavior management in the classroom and with individual student challenges •Teaching social-emotional skills in the classroom <p>In addition, the Psychologist will participate on the SSPT and SST teams to identify interventions, follow implementation and monitor student progress.</p>	<p>07/01/2017 06/30/2018</p>	<p>The Principal will monitor duties and activities to ensure that socio-emotional needs are being targeted. Agendas, sign-ins and reflections will determine areas covered. Classroom observations and walkthroughs will determine whether teachers are implementing the strategies learned during PD.</p>
<p>The School Nurse will provide supplemental Health services to students, parents, and staff on health factors identified as potentially contributing to students' poor academic achievement such as:</p> <ul style="list-style-type: none"> • Health related counseling and education for parents and families including home visits • Staff development in health related issues and health related counseling • Participate in school and community activities and projects • Participate on the SSPT and SST teams • Inform community of the prevention and control of communicable diseases contributing to students' poor academic achievement • Assist with Child Health and Disabilities Prevention Program (CHDP) exams • Provide health counseling or students with health conditions that affect attendance and learning Child obesity, dental health, asthma, diabetes, and hypertension 	<p>07/01/2017 06/30/2018</p>	<p>The Principal will monitor duties and activities to ensure that socio-emotional needs are being targeted. Agendas, sign-ins and reflections will determine areas covered. Classroom observations and walkthroughs will determine whether teachers are implementing the strategies learned during PD.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The School Counselor will provide counseling services to students for early identification and intervention to promote a healthy learning environment: <ul style="list-style-type: none"> • Participate on the SSPT and SST teams • Provide staff development that promotes social, emotional and academic growth • Provide group counseling • Analyze data relative to attendance, behavior and academics • Assist with matriculations between grades and school levels • Consults with parents, teachers and administration to help students with problems that may interfere with learning 	07/01/2017 06/30/2018	The Principal will monitor duties and activities to ensure that socio-emotional needs are being target. Agendas, sign-ins and reflections will determine areas covered. Classroom observations and walkthroughs will determine whether teachers are implementing that strategies learned during PD.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	12106 - ITIN NURSE (6 Hrs / 3 Days)	12106	69,780		100
CE-NCLB T1 Schools (7S046)	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 4 Days)	13114	97,156	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Social / Emotional Goal *Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Principal, Assistant Principal, TSP Advisor, Community Representative, and teachers will provide Parent trainings and workshops on a monthly basis on Thursday's to develop a common understanding of the School Wide Positive Behavioral Plan emphasizing Be Safe, Be Respectful, Be Responsible, Be Honest. The topics will include, but are not limited to: <ul style="list-style-type: none"> • School Wide Behavior Support Plan • Second Step Instructional Program • Conflict Resolution • Bullying • Data Analysis (Attendance Rates, suspensions, behavior, academics) • Crisis prevention, intervention and post-intervention • Referral Process • SSPT and SSTs • ECHO non-violent strategies • 16 Habits of Mind • Norms of Collaboration 	07/01/2017 06/30/2018	The School Experience Survey and SPSA evaluation will determine parent participation. Agenda, sign-ins, and evaluations will determine effectiveness of topics.
Contract with outside agency ECHO Education that will provide parent trainings and workshops to support non-violent support at home.	07/01/2017 06/30/2018	Parent evaluations sign-ins and evaluations will determine parent participation as well as the Needs Assessment Survey.

Budget

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

The school organizes a College Awareness week for students. During this week students are introduced to the different colleges and universities, and their requirements. The Principal, Assistant Principal, CPA, Community Representative, and teachers will provide workshops to parents on the following graduation topics that include: LAUSD A-G graduation requirements; The Individual Graduation Plan (high school), the Individual Culmination Plan (middle school); College and Career Readiness; Strategies that can be implemented at home to encourage college interest; Colleges and university eligibility; and the District Policy and mandates regarding graduation. We also conduct articulation meetings with

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 will implement the School Wide Positive Behavioral Plan focusing on "Be Safe, Be Respectful, Be Responsible, Be Honest" as our credo. Teachers will continue to use Second Step and Restorative Justice Circle activities, Habits of Minds, ECHO Parenting & Education, and Adaptive Schools strategies of communication on a daily basis to teach conflict resolution, flexible mindset, and resilience. All staff and parents have had multiple opportunities to participate in trainings delivered by ECHO Parenting & Education together and in smaller group settings (labs and coaching sessions) in order to reinforce the tenets of non-violent communication and trauma-informed instruction. The plan will be updated through the Safety Committee and reviewed with all stake-holders throughout the year. Teachers will receive professional development and students and parents will receive appropriate training throughout the year on: Strategies that promote social emotional growth in the classroom; ECHO non-violent strategies in the classroom (ECHO Parenting & Education); Habits of Minds; Second Step; Adaptive Schools, and the District Restorative Justice strategies.

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 Schoolwide Program Plan is developed with the input of all stakeholders at the school. Information and participation takes place at the various council meetings such as the English Learner Advisory Committee, the School Site Council, the Leadership Council, and staff and faculty meetings. All stakeholder review the data that determines the needs for the goals in 100% Graduation, English Language Arts, Mathematics, English Learner Program, Culture and Climate, and Social/Emotional.

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:

Sally Ride Elementary School: A SMARt Academy has school tours and Open House for new kindergarten families where children get to meet future teachers and the school.

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

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

Los Angeles Unified School District

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

Program Budget Codes:

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

Name of School	Local District	Principal
RIDE EL SMART ACAD (1230801)	C	DALEY, CATHERINE D

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
552	96.65	65.00	1.00	10183 \$ 167,013 10397 \$ 0 10400 \$ 131,489 10405 \$ 6,447 Total \$ 304,949

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

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

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

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Assistant Principal (Generic) (113014) Provides services and maintains an effective and compliant instructional program that supports academic achievement for English Learners, RFEPs, low income and foster youth. Serves as a curriculum resource and provides staff development for teachers, teacher assistant, and parents. Coordinates and provides parent involvement workshop activities to ensure the compliant functioning of the ELAC advisory committee. Maintains EL documentation required by state and federal mandates. Assists and implements required Title I Programs.</p> <p>One Teacher Assistant (6hours) (10600) Purchase one 6 hour Teacher Assistants with Salary Increase to work under the direct supervision of a highly qualified teacher to provide access to core curriculum, reinforce and support instruction, provide one-on-one tutoring, and organize instructional material for English Learners, RFEP, foster youth and low income students.</p> <p>Curricular Trips (15 @ \$370) (50174) Funds to purchase 15 buses to reinforce and enhance content standards for low income, EL, RFEP, and Foster Youth. Buses for: Newton Police Station, Discovery Cube LA, Music Cente, Vernon Park, Carver Middle School, Los Angeles Zoo, The Arboretum, South Coast Botanical Garden, Peterson Automotive Museum, California Science Center, Cabrillo Beach Aquarium, South Gate Park, Columbia Memorial Space Center.</p> <p>Teacher Assistant Relief Time (10701) Funding to support the instruction for Low-income, EL, RFEP, and Foster Youth beyond the regular school day.</p>	<p>168,700</p>	<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%

Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
	0		<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%
Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
Clerical Overtime (21427) Funds for short-term clerical help and for overtime payments directly attributed to the support of Low-income, EL, RFEP, Foster Youth and parents. Custodial Overtime (21532) Funds for short-term custodial help and for overtime payments directly attributed to the support of Low-income, EL, RFEP, Foster Youth and parents.	6,447	Low-income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"> • Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%
Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
	0		<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount	CE-NTLB-T1-Targeted (70S46) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 2,142	0.00 0	0.00 0	0.00 0	0.00 2,142
107762 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	<input type="checkbox"/>	110005	4.00 64,595	0.00 0	0.00 0	0.00 0	4.00 64,595
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	190004	0.00 1,993	0.00 0	0.00 0	0.00 0	0.00 1,993
12106 12106 - ITIN NURSE (6 Hrs / 3 Days)	<input type="checkbox"/>	120041	0.00 69,780	0.00 0	0.00 0	0.00 0	0.00 69,780
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 4 Days)	<input type="checkbox"/>	120021	0.00 97,156	0.00 0	0.00 0	0.00 0	0.00 97,156
21468 21468 - CLERICAL X-TIME	<input checked="" type="checkbox"/>	240004	0.00 0	0.00 0	0.00 1,000	0.00 0	0.00 1,000
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 12,370	0.00 0	0.00 0	0.00 0	0.00 12,370
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	340101	0.00 10,200	0.00 0	0.00 0	0.00 0	0.00 10,200
40127 40127 - GEN SUPPLIES TECHNO	<input type="checkbox"/>	430001	0.00 0	0.00 0	0.00 2,508	0.00 0	0.00 2,508
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	430010	0.00 26,750	0.00 0	0.00 0	0.00 0	0.00 26,750
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	580030	0.00 0	0.00 0	0.00 1,600	0.00 0	0.00 1,600
50003 50003 - OTH NON INSTRL CONT	<input checked="" type="checkbox"/>	580002	0.00 5,012	0.00 0	0.00 0	0.00 0	0.00 5,012

RIDE EL SMART ACAD (1230801)

40239	<input type="checkbox"/>		0.00	2,937	0.00	0	0.00	52	0.00	0	0.00	2,989
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	669	0.00	0	0.00	0	0.00	0	0.00	669
PENDING DISTRIBUTION												
Total			4.00	293,604	0.00	0	0.00	5,160	0.00	0	4.00	298,764

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**