

Los Angeles Unified School District
Single Plan for Student Achievement

2018-2019

Implementation

CARTHAY EL ES MAG (1284901)



Superintendent
Austin Beutner

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SCHOOL IDENTIFICATION

School Name: CARTHAY EL ES MAG (1284901)

Local District: W

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

For additional information on our school programs contact the following:

Principal: HALL JOHNSON, SHARON A

E-mail address: sharon.halljohnson@lausd.net

SPSA Designee: _____ Position: _____

E-mail address: _____

School Address: 6351 W OLYMPIC BLVD, LOS ANGELES, CA 90048

School Telephone Number: 3239358173

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

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

AUTRI STREECK



07/24/2018

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	AUTRI STREECK <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	07/24/2018 <i>Signed Date</i>	
Local District EL Compliance Coordinator	ANN PRENTICE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	04/13/2018 <i>Signed Date</i>
Local District PACE Administrator	TRACI CALHOUN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	04/12/2018 <i>Signed Date</i>
Local District Title I Coordinator	SUSAN BAKER JAMERSON <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	07/20/2018 <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)	02/13/2018	Maria Diaz	Please sign here

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

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

04/04/2018

School plan approval appears in SSC Minutes.

Date

Attested:

Daniella Davis

 Typed name of SSC chairperson



 E-Signature of
 SSC chairperson

04/09/2018

 Date

Please sign here

HALL JOHNSON, SHARON A

 Typed name of school principal



 E-Signature of
 School principal

04/09/2018

 Date

Please sign here

Please print this page and sign.

2018-2019 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/>	Title I: Schoolwide Program (7S046)	Amount: \$	159,891
	Purpose: To upgrade the entire educational program of the school.		
<input type="checkbox"/>	Title I: Coll&Career Coach [Cent Funds] (7T124)	Amount: \$	0
	Purpose: 7T124 IS REFERING HERE		
<input checked="" type="checkbox"/>	Title I: Parent Involvement Allocation (7E046)	Amount: \$	2,629
	Purpose: To promote family literacy, parenting skills, and parent involvement activities.		
<input checked="" type="checkbox"/>	Title III: English Language Development (7T197)	Amount: \$	0
	Purpose: 7T197		
Total amount of categorical funds allocated to this school: \$			162,520

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.)

Our vision is to provide an academic environment that enables students to become socially responsible citizens who are productive and competent lifelong learners in an ever-changing world.

School Mission

Directions: State your school’s mission. (What is your school’s purpose, i.e., why does the school exist and what is it here to do?)

The Mission of Carthay Environmental Studies is to empower all students with a sense of environmental awareness and leadership with an appreciation for the natural world.

School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>Carthay Center Elementary School opened in 1924 to serve the Miracle Mile neighborhood near the intersection of Olympic and Crescent Heights Blvd. But in 2014, Carthay Center became Carthay School Environmental Studies Magnet. The current population in our zip-code area is 22,914, with over 11,821 households with the average house value of \$980,800. The average income of most residents is estimated to be \$72,913 and the 15.1 % of the residents are live below the poverty line. The ethnic groups in the area are White Americans (85%), Black Americans (3%) and Hispanic (11%). 95% of the residents are high school graduates and 60% of the residents have a Bachelor’s Degree or higher.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Carthay Environmental Studies Magnet is a ETK-5 elementary school with the magnet capacity to support 3 grades at each level. Our current magnet enrollment is 366 students.</p>
<p>3. Indicate student enrollment figures:</p>
<p>For the 2017-2018 school year, the enrollment is 366 students and Magnet Capacity is 450.</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>Our population breakdown is 39% African American, 9% Asian, 36% Latino and 14% White. The percentage of low-income students identified on the Title 1 Ranking for 2017-2018 was 65.32%</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>

The language classification for our school in 2017-2018 are:

ENGLISH ONLY 58.7%
 INITIALLY FLUENT ENGLISH PROFICIENCY 9.7%
 LIMITED ENGLISH PROFICIENCY 21.6%
 RECLASSIFIED FLUENT ENGLISH PROFICIENCY 10.0%

The racial and ethnic make-up of our school is:

ASIAN 31 or 8.6%
 BLACK 90 or 24.9%
 HISPANIC 158 or 43.8%
 WHITE 70 or 19.4%
 FILIPINO 10 or 2.8%
 PACIFIC ISLANDER 2 or 0.6%

Other student population demographics in 2017-2018 are:

Title 1 - 100.0%
 Gifted - 5.4%
 Special Education 6.9%

The four languages spoken at our school are: English, Spanish, Punjabi and Hindi

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:

Ensuring effective communication between the school and the parents is essential to meeting the needs of every child. Carthay has established a climate that encourages growth in cultural responsiveness, sensitivity, and appreciation to entice ESL parents to participate in school functions, interpreters are provided at meetings and all correspondence from the school is translated.

Carthay utilizes a variety of methods to inform our stakeholders about the student progress toward achieving the academic standards and the expected student learning outcomes.

Carthay has several active committees that serve to provide governance for our school. The School Site Council is responsible for preparing and revising the Single Plan for Student Achievement, including the proposed expenditure of "categorical funds" that the school receives. The Local School Leadership is a collaborative group made up of school's stakeholders including teachers, staff, and parent representatives. This council discusses student activities, school environment, general fund school budgets, student discipline and behavior, curriculum and instruction, along with parent education.

Parent Conferences are held three times a year which coincides with the issuance of the progress reports. Face-to-face meetings are held to share individual student academic results in the home language of the parent.

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

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

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

Other important characteristics of the school:

Carthay School Environmental Studies Magnet combines the sciences and the humanities in an educational program centered on society and the environment, dedicated to creating ecologically responsible citizens of the world. The school's program is rooted in rigorous project-based learning that emphasizes discovery, exploration, scientific research and the use of scientific tools and technology. The Environmental Studies Magnet builds on Carthay's current Garden Science program in the school's celebrated Garden of Possibilities, as well as the newly constructed Outdoor Classroom.

The PTA consists of parents, faculty and the community that work together to create a rigorous and exciting educational and social and emotional environment for the students. The PTA raises supplemental funds to enhance the academic offerings and facilities at Carthay School Environmental Studies Magnet. All proceeds from fundraising activities go directly to support such activities as: Art Teachers, Classroom Supplies, Cultural Events, Field Trips, Gardening Curriculum, GATE/Gifted Program, P.E. Program/STAR P.E., School and Campus Beautification, and Music Education.

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 School Site Council held several meetings to analyze student data and to decide how the data would impact or change the instructional strategies performed in the classroom. The analysis helped the School Site Council to determine the programs and instructional areas that needed to be addressed to raise the academic performance of the student subgroups not meeting academic achievement. The analysis revealed several areas of improvement: Intervention must start sooner, it has to be targeted and explicit instruction for students that require additional instructional support and resources to support the students.	02/20/2018, 01/23/2018, 12/12/2017, 04/04/2018
<input checked="" type="checkbox"/> English Learner Advisory Committee	The ELAC held several meetings to analyze student data and to decide how the data would impact or change the instructional strategies performed in the classroom. The analysis helped the ELAC to determine the programs and instructional areas that needed to be addressed to raise the academic performance of the student subgroups not meeting academic achievement. The analysis revealed several areas of improvement: Intervention must start sooner, it has to be targeted and explicit instruction for students that require additional instructional support and resources to support the students. The parents also identified workshops that would assist them in supporting the students who are achieving at grade level.	02/13/2018, 01/16/2018
<input checked="" type="checkbox"/> Grade Level Teams	Teachers met weekly to review lesson plans and the development of the Magnet Curriculum. They collaborated within and across grade levels to develop instructional strategies based on the data from Dibels, SBAC Interim assessments, and student work samples. The instructional strategies identified were: flexible/strategic grouping, ELLP Academies, additional professional development for teachers (not only must they know the subject matter but they must also be knowledgeable of the strategies), and reinforce effort and provide recognition for the students.	09/12/2017, 12/05/2017, 09/19/2017, 01/23/2018, 10/17/2017, 02/20/2018, 11/14/2017

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

ACADEMIC GOAL — 100% GRADUATION

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

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

Academic Findings:
 According to the 2016 - 2017 SBAC Data, 63% of the students, Not/Nearly Met the standards in English Language Arts and Mathematics. The comparison data shows the subgroups of students who are performing below grade level standards are: Asian (57%), Black (69%), Hispanic (72%), White (31%). The academic findings demonstrate our need to further provide differentiated lessons and scaffolds for our students to develop literacy skills across all content areas. It also demonstrates our need to provide teachers with supports in designing and delivering lessons aligned to the California State Standards in ELA and the Math practices in order to prepare our students for middle school, high school and beyond.

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

The following areas are related to the key findings:
 - ongoing data analysis to identify the academic gaps
 - instructional strategies that is driven by data analysis
 - early intervention for students in 3rd - 5th grade

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

N/A

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

The next steps for the school are:
 - implementation of Early Literacy Academies for grades 3-5 to gain mastery of the content
 - engage students in exploring and building progression plans that lead to graduation
 - develop partnerships with local universities to create mentors for the students
 - targeted professional development based on student academic needs
 - implement a data-based, multi-tiered intervention support system

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

N/A

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

By 2019, the percentage of all students and parents responding to the School Experience Survey that feel uninformed about courses needed to go to college and knowing about the graduation plan will increase by 10% by June 2019.

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

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

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

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
In order to reach 100% Graduation our focus will be on English Learners to Reclassify so that they can be prepared to be successful College and Career ready. The Categorical Program Advisor will provide Professional Development to teachers during Tuesday Bank Time Days or beyond the regular assignment on the following: <ul style="list-style-type: none"> • Mandated A-G awareness • Start Smart • and any other EL Updates recommended by the District. 					07/02/2018 06/30/2019	Principal will monitor A-G activities through monthly assemblies and classroom activities to provide actionable feedback			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

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

Strategies			
Strategies, Actions and Tasks		Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to support ELs in reclassifying and being able to graduate, Teachers will provide the following strategies for effective classroom instruction: <ul style="list-style-type: none"> • Integrated and Designated ELD instruction • SDAIE • Questioning techniques • Integrating technology • Small-group instruction Will provide teachers the following support: <ul style="list-style-type: none"> - assist teachers in creating lessons and facilitate delivery of lessons that provide scaffolds for all students - work with teachers to manage and interpret formative assessment data, examine student work, and plan and deliver appropriate instruction and interventions to small and whole groups in the classroom. 		07/02/2018 06/30/2019	Principal and ELD Designee will ensure that every teacher implements the strategies learned during PD through classroom observations and actionable feedback
Teacher assistants will provide instructional support across content areas under the direct supervision of a highly qualified teacher. Teacher assistants will be strategically placed to work in classrooms where teachers students have been identified as being at-risk in order to allow the teacher to provide greater assistance to the students needing in-class intervention.		07/02/2018 06/30/2019	
Curricular trips for college fairs and campus tours will be provided as opportunities for students to gain an understanding of college expectations and career pathways.		07/02/2018 06/30/2019	

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Based on the data analysis findings, our school will implement a Language Arts intervention program to address the needs of students not meeting proficiency levels in reading focusing on foundational skills and comprehension. The intervention will focus on the students who are at greatest risk of not meeting grade-level standards based on DIBELS data and report card scores.	07/02/2018 06/30/2019	Principal will supervise instruction in the tutoring program to provide actionable feedback.
The intervention program will be provided by teachers and will focus on foundational skills and reading comprehension. 4-week sessions afterschool will be provided (Fall and Winter) that targets students scoring below standard as measured by SBAC scores, grades, teacher referrals and formative assessments. The ELA program will focus on reading comprehension and writing using various genres that support literacy across the content areas.	07/02/2018 06/30/2019	Student progress will be monitored by Principal and ELD Designee using pre- and post-tests to be administered by teacher or the Intervention Lead Teacher.
The math focus will be on problem solving strategies and supporting students to justify answers by constructing arguments, reasoning, and allowing them to collaborate with peers and teachers to use multiple methods to obtain solutions.		
Supplemental Instructional Material for intervention programs will include composition books, easel pads, hand held white boards, compass learning math and English software programs as an initial purchase.	07/02/2018 06/30/2019	Students will be progressed monitored by the Teacher to ensure academy success
The following Supplemental Instructional Materials will be used: <ul style="list-style-type: none"> • Benchmark Intervention Resources • Locally designed/teacher intervention materials • Targeted English Language Arts Instruction Program • Online instructional programs such as DREAMBOX, IXL, Zearn, Starfall, Accelerated Reading 		

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Our school will provide parent workshops to inform parents of the many options available to to help ensure their children attend college and of the specific requirements to qualify for college as well as the benefits of college attendance and college degrees. Parents will acquire a comprehensive understanding of LAUSD graduation requirements by attending workshops that provide general information about A-G requirements and by learning specific strategies to support their children's progress toward graduation. CPA will provide training on: <ul style="list-style-type: none"> • Understanding A-G requirements • EL standards • Preparing for College 	07/02/2018 06/30/2019	Principal will monitor workshop activities and Parent Representative will provide actionable feedback as a result of the parents' comments on the surveys.
The workshops held (during and beyond the school day) for parents as a means of helping students with educational difficulties that may interfere with their learning and success in school will be led by the Categorical Program Advisor (designee) and the Community Representative. In addition, the school will provide resources and materials to assist parents in understanding A-G requirements.	07/02/2018 06/30/2019	Principal will monitor workshop activities and Parent Representative will provide actionable feedback as a result of the parents' comments on the surveys.
Clerical assistance will be provided to support graduation goals. The office technician will work to support communication with parents, prepare and maintain documentation needed, and assist with parent activities during the school day.	07/02/2018 06/30/2019	

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

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

ACADEMIC GOAL — ENGLISH 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
<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 type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

The data for ELA in 3rd - 5th grade shows the following:

3rd Grade
 60% scored at or near benchmark in Reading Claims
 60% scored at or near benchmark in Writing Claims

4th Grade
 51% scored at or near benchmark in Reading Claims
 60% scored at or near benchmark in Writing Claims

5th Grade
 66% scored at or near benchmark in Reading Claims
 70% scored at or near benchmark in Writing Claims

Scores indicate a need to strengthen reading comprehension skills utilizing informational text and rigorous questioning strategies. Reading Comprehension strategies as well as explicit teaching of the writing process Narrative, Informational and Opinion prompts.

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

Reading, Writing, Speaking/Listening and Research/Inquiry are strands that are areas of concern. Over the last two years the implementation of Saturday School and after school intervention has not been successfully implemented due to low attendance. Based on the data analysis the school did not meet the school's stated goals for improvement. School-wide marks in grades 3rd - 5th demonstrated only some improvements. Data analysis has led us to conclude that:

- the school needs to develop an in-school or after-school intervention program focused on the 4 ELA strands (Reading, Writing, Speaking/Listening and Research/Inquiry).
- the school needs to continue monitoring student performance using data charts, weekly assessments and district assessments in the targeted content strands
- the school needs to continue developing a culture of collaboration among instructional teams, peer-to-peer observations and demo lessons addressing concept development and strategies to address the needs of the students
- the school needs to continue developing Targeted Professional Development based on California Standards
- use of specific types of data and acceptance of data as signals for needed interventions.

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

N/A

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

The scores indicate a need to strengthen reading comprehension skills utilizing informational text and rigorous questioning strategies. The development of reading comprehension strategies that focused on explicit teaching of the writing process utilizing Narrative, Informational and Opinion prompts.

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

N/A

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

By the end of the 2018-2019 school year students scoring below standard on the 3rd - 5th grade SBAC state assessments will decrease by 10% in Reading and Writing.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Lesson Planning The School Instructional Leadership Team (ILT) that includes the Magnet Coordinator will support student achievement by providing professional learning to support the implementation of the California Standards to accelerate proficiency for our Socioeconomically Disadvantaged students, Standard English Learners (African-American students) and English Learners (Latino students) during integrated ELD to teachers and all staff to improve K-5th grade students Foundational Literacy skills to promote reading comprehension.</p>	<p>07/02/2018 06/30/2019</p>	<p>Principal will monitor PD topics, agendas and sign-ins for teacher attendance to provide actionable feedback.</p>
<p>Professional development will take place during and beyond the regular day (Teacher X-Time Non-Tutor) - \$12,000). Professional development will be conducted during the school day, during Tuesday banked time, and beyond the regular assignment basis. Professional development topics will focus on:</p> <ul style="list-style-type: none"> • Reading Comprehension Strategies • Cooperative Learning • Project Based Learning focused on environmental issues • Differentiating instruction for at-risk students designed for Common Core • Write from the Beginning • Enhancing learning with technology • Lesson Design utilizing information text & text dependent questioning • How to analyze SBAC & TRC DIBELS data to identify students who are in need of additional instructional support in reading fluency and align instructional supports needed. • Backwards Planning through the use of data analysis of ELA SBAC Claims in Reading/Writing/Listening & Speaking and Research/Inquiry 	<p>07/02/2018 06/30/2019</p>	<p>Principal will collect PD Evaluations to determine the effectiveness for future PDs. Principal will conduct classroom observations to ensure PD implementation</p>
<p>Teachers will have the opportunity to plan and collaborate on a weekly basis with their grade levels to enhance units and lessons incorporating the strategies and practices taught during professional development. Grade-level meetings (GLM) will be facilitated by grade-level chairs, instructional coaches, content experts and the principal. Further, teachers will plan how to integrate technology and the Magnet Theme into the classroom in order to enhance instruction by utilizing Powerpoint, movies, and apps. Teachers will develop lessons utilizing information text & text dependent questionings to build comprehension skills;lessons on how to integrate writing within the core content areas in utilizing - Informational, Narrative and Opinion writing.</p>	<p>07/02/2018 06/30/2019</p>	<p>Principal will collect GLM evaluations to determine effectiveness and planning future GLM topics. Principal will conduct classroom observations to ensure implementation of strategies.</p>
<p>Teachers and Magnet Coordinator and other support staff members will attend conference and training opportunities in order to gather Reading Comprehension strategies to differentiate instruction to at-risk students. Conference attendees (\$500) will then present strategies to other teachers within grade levels, and/or school wide. Conferences may include:</p> <ul style="list-style-type: none"> • UCLA California Reading & Literature • California Reading Association Conference • Growing Educators Conference 	<p>07/02/2018 06/30/2019</p>	<p>Principal will conduct classroom observations to ensure implementation of strategies learned from conferences.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	12,000	0.00	100

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Will facilitate teacher release time(12000) so teachers can engage in the implementation of the Lesson Study Protocols, model of peer coaching and lesson study to improve teacher instruction which will occur 2-3 times a year. Teachers will analyze student data to plan common core literacy lessons by grade level, plan literacy lessons, pre-conference, observe each other teaching specific lesson and debrief to identify specific reading comprehension strategies, best practices aimed at facilitating deeper student text analysis and building comprehension and vocabulary development	07/02/2018 06/30/2019	
Curricular Trips (12 buses)(\$3,000) • LA Zoo Gene Autry Museum • MOCA Natural History Museum, Science Center • Science Center, Music Center , LA Museum • Getty Museum, LA River/Marsh Park - Science at Sea - Astro Camp, Clear Creek District approved curricular trips will provide students with experiences that build prior knowledge, background, academic vocabulary, and language that will aide in improving comprehension.	07/02/2018 06/30/2019	
Teacher assistants (\$64570) & health med benefits (17,850)will be strategically placed in grades K-2nd under the direct supervision of a highly qualified teacher to provide instructional support in classrooms of highest instructional needs: • Facilitating small groups • One-to-one assistance • Supporting students within the classroom while teacher provides remediation to students in small groups.	07/02/2018 06/30/2019	Principal will observe Universal Access Time being conducted in classrooms to determine that teacher assistants are working directly with students and provide actionable feedback.
The Categorical Program Compliance Designee will provide classroom support in order to apply the following key strategies and promote effective learning to address the needs of all at-risk students: • Will conduct and design lessons and professional development during or beyond the regular assignment addressing Common Core ELA standards for K-5. • Facilitate the analysis of data and work that reflects the problem-solving approach • Identify targeted students for interventions • Coordinate intervention programs • Coordinate lesson studies and facilitate debrief sessions with staff • Work with teachers to manage, interpret, use formative assessment data, examine student work, and plan and deliver appropriate instruction and interventions	07/02/2018 06/30/2019	Principal will collect lesson plans created and conduct observations to ensure implementation of environmental themed lessons and activities.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	17,850	0.00	100
CE-ESSA T1 Schools(7S046)	1000	10701 - TCHR AST RELIEF	N/A	N/A	10701	476	0.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	3,000	0.00	100
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30402049	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30413858	N/A	107762	9,224	1.00	50
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30413859	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30400339	N/A	107762	18,448	1.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Implementation of intervention programs(supplemental material to support programs - \$5500) will take place at Carthay. Ongoing evaluations will determine student and program outcomes and inform ongoing program needs. Intervention programs will target students and increase percentage of students scoring proficient in ELA based on DIBELS, report card marks and teacher recommendation from informal assessments.	07/02/2018 06/30/2019	Coordinator and Principal will analyze student data, set student growth targets and create actionable plans. Coordinator and Principal will monitor and evaluate intervention program goals and objectives quarterly and annually. Determine if goals and objectives are being met and re-evaluate as necessary. Coordinator and/or CPA and teachers will deliver pre and post assessments for intervention. Data used will be interim assessments and DIBELS. CPA will create and monitor logs for classified support
Use of Paraprofessionals during Universal Access Time to reinforce Fluency Development, reading comprehension, under the supervision of the highly qualified teacher. Paraprofessionals will be utilized in the teacher classroom and also in the Learning Center where they will work under the Non-Register Carrying teacher	07/02/2018 06/30/2019	Teachers will analyze DIBELS, TRC data, SBAC interim data to determine effectiveness.
Implementation of Academic Learning Academies by teachers to provide targeted small group instruction in Literacy focusing on Phonemic Awareness, Decoding, Segmentation and building Reading Comprehension through Early Language Literacy materials	07/02/2018 06/30/2019	Teachers will analyze DIBELS, TRC data, SBAC interim data to determine effectiveness.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Clerical staff (\$700)will assist in collecting data, calling parents and assisting with conferences for intervention programs. Non-Instructional Contract with Toshiba(\$3,900) will provide support for copiers to provide supplemental materials for targeted students during intervention classes and for the use of teachers/intervention teacher Universal Access Time and the Learning Center. Custodial support will be needed for intervention program and held after school and/or Saturdays	07/02/2018 06/30/2019	Teachers will analyze DIBELS, TRC data, SBAC interim data to determine effectiveness.
During School Day Intervention: • Students will have access to Coach and/or CPA and Teacher Assistants for pull-out programs and in-class instructional interventions. •These students will be grouped by content strand needs and/or at-risk factors. • During computer lab time students will use Brainpop and apps such as Not the Hole Story, Sentence Magic, Letter Bug and Sparkle Fish for iPads with students performing below grade level in ELA to support writing, phonemic awareness, fluency and reading comprehension. •Use of Learning Center operated by the Non-Register carrying Intervention Teacher/Resource Teacher. This person will provide daily additional learning time focusing on Reading Comprehension through Non-Fictional Information text utilizing Information text.	07/02/2018 06/30/2019	Teachers will analyze DIBELS, TRC data, SBAC interim data to determine effectiveness.
After School Intervention: • Teacher (tutor teacher X-time (\$5000)will provide intensive instruction with local designed intervention on Saturday and/or after school in the fall and spring of the school year. Saturday or after school-intervention will consist of 5 classes for 6 weeks for a total of 30 hours to provide additional hours of Reading Comprehension instruction for targeted at-risk students.Teachers will utilize • Focused Reading Material, Triumphs and Early Literacy Resources •Focused Intervention (ELA) - comprehensive intervention program for use with all students. • Benchmark and Write Source will be used as the ELA intervention for 4th and 5th grades. • Benchmark will be used as the ELA intervention for 2nd and 3rd grades.	07/02/2018 06/30/2019	Teachers and Principal will analyze Pre/Post intervention assessments given to measure effectiveness of intervention program
Librarian Aide will be placed in the library to support research, literacy and reading fluency for K-5th grade. (6 hr - school 50% and District 50%)	07/02/2018 06/30/2019	Teachers and Principal will monitor growth via Dibels & TRC

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2420	21021 - LIBRARY AIDE C1T/05 (6 Hrs / 5 Days)	30404721	N/A	21021	24,695	1.00	50
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	5,000		100
CE-ESSA T1 Schools(7S046)	2700	21468 - CLERICAL X-TIME	N/A	N/A	21468	700	0.00	100
CE-ESSA T1 Schools(7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	5,500	0.00	100
CE-ESSA T1 Schools(7S046)	1000	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	1,000	0.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	30167 - HEALTH WELFARE CLASS	N/A	N/A	30167	-6,995	0.00	100
CE-ESSA T1 Schools(7S046)	1000	30168 - RETIREE BNFTS CLASS	N/A	N/A	30168	-2,505	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parents will learn methods and strategies that will reinforce and enhance student learning in the area of English Language Arts by attending workshops conducted by the Parent Representative and the English Learner designee two or more times per semester. The workshops and web-based resources will feature the following topics during the Parent University classes held monthly.	07/02/2018 06/30/2019	Principal will collect parent workshop evaluation to determine their effectiveness in building parents' capacity to support their children's academic growth in ELA.
Parent Workshops will be held the 3rd Wednesday of every month conducted by the Community Rep. (\$10,000) <ul style="list-style-type: none"> • Understanding the Smarter Balanced Assessment • Reading and writing techniques • Creating literacy materials that can used in the home environment • Understanding the school's primary instructional strategies • CLOSE reading strategies • Questioning and Summarizing strategies 	07/02/2018 06/30/2019	Principal will collect parent observation feedback as well as analyze School Experience Survey by Parents to gauge effectiveness in building parent capacity to support learning at home.
Following a protocol, once a month, the parents will visit classrooms organized by the Principal and the Categorical Program Advisor or designee and facilitated through the Community Representative and engage in a debriefing session with the Instructional Coach to understand effective reading comprehension strategies.	07/02/2018 06/30/2019	Principal will collect parent workshop evaluation to determine their effectiveness in building parents' capacity to support their children's academic growth in ELA.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	10,000		100

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

ACADEMIC GOAL — MATHEMATICS

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

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

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

A summary of the 2016 - 2017 SBAC data regarding the performance of students in mathematics at Carthay Environmental Studies Magnet is as follows:

	% Not/Nearly Met	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standards	% Meets/Exceeds Standards
3rd Grade	55%	29%	26%	25%	20%	45%
4th Grade	62%	32%	30%	28%	11%	38%
5th Grade	73%	42%	30%	18%	9%	27%

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

Over the last two years, Carthay students has made progress in Math. The SBAC data shows that the school has made improvements or growth by 10% in each area - Concepts and Procedures, Problem Solving and Communicating Reasoning.

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

The school invested in a Math Instructional Coach that provided Professional Development and grade level support. The teachers were able to collaborate on lessons, observe one another and participate in lesson studies to observe best practices.

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

N/A

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

N/A

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

By June 2019, the percentage of African American and Hispanic students in grades 3-5 receiving Below Standard will decrease by 10% in each math strand.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The implementation of the Common Core State Standards will be supported by professional learning to accelerate African American and Hispanic proficiency for our socially economically disadvantaged, standard English learners (SELEs), English Learners (ELs), and students with disabilities (SWD). To elicit critical thinking and deeper understanding of mathematics, professional development will focus on specific strategies for implementation of standard-based projects, activities and assignments and discussion techniques.	07/01/2018 06/30/2019	Principal will monitor CPA and/or Instructional Coach's activities through logs, weekly updates and delivery of Professional Development and lessons.
Professional development will be funded by Teacher X- non-tutor time and will be held during the school day, during Tuesday banked time, and beyond regular basis for grade levels. Professional development will focus on: <ul style="list-style-type: none"> • Math Practices (#1, #3, #4) • Number talks, mini-lessons, number strings • Differentiating instruction for at-risk students designed for common core • Using math to analyze environmental issues • Project based learning with environmental issues 	07/01/2018 06/30/2019	Principal will monitor CPA and/or Instructional Coach's activities through logs, weekly updates and delivery of Professional Development and lessons.
Instructional Coach and Principal will provide teachers the opportunity to plan with their grade levels to enhance units and lessons incorporating the strategies and practices taught during professional development. Instructional Coach will also provide professional development in "Number Strings and Number Talks" to teachers in order to facility the mathematical based discussions skills of all students, including English Learners, using content and academic vocabulary. Further, teachers will plan how to include technology in order to enhance instruction by utilizing Power-points, DreamBOX, movies, and apps.	07/01/2018 06/30/2019	Principal will monitor CPA and/or Instructional Coach's activities through logs, weekly updates and delivery of Professional Development and lessons.
Conferences - (\$800)Teachers will attend Math Conference to develop strategies that can be implemented in daily instructional practices	07/01/2018 06/30/2019	Principal will monitor CPA and/or Instructional Coach's activities through logs, weekly updates and delivery of Professional Development and lessons.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	50080 - STAFF CONF ATTEND	N/A	N/A	50080	806	0.00	100

Focus Area: Effective Classroom Instruction *Academic : Mathematics*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will be released three times this year to plan lessons/ activities and analyze data related to the progress of at-risk students in mathematics, particularly English Learners. Lesson planning will focus on the use of "Three Phase Problem Solving", "Talk Moves", Constructive Conversations and Purposeful Groupings, and the use of content and academic vocabulary.	07/01/2018 06/30/2019	Full implementation of strategies will be used to measure effectiveness based on informal observations by Principal. A random sampling of classrooms during math time will be used to measure progress during the school year.
In order to increase understanding of grade level content vocabulary in mathematics, teachers will develop and use grade level specific word walls with math content vocabulary. Vocabulary will be introduced using learned protocols from Fosnot and EnGage NY Math. Math journals will be used throughout the year by students to record key learnings and content vocabulary. Visual representations will be used to support English Learners	07/01/2018 06/30/2019	Lesson will reflect the use of instructional strategies. A random sampling of classrooms during math problem solving time will be used to measure progress. Informal Observations by Principal
Software licenses and maintenance technology using instructional math software(\$8,000) (DreamBox, IXL Zearn, STARFALL) and other apps supported in CLEVER will be utilized in the regular classroom to provide an alternative instructional format such as IPADS or Chromebooks (\$ 250 - \$300 per unit) for a total of (\$5500) for students that target specific individual weaknesses in math.	07/01/2018 06/30/2019	Teachers will monitor individual student progress.
In order to assess progress towards the school's Measurable Objective, teachers in grades 3-5 will give students Interim SBAC Assessment in mathematics and K-2 will assess using District Interim Assessments.	07/01/2018 06/30/2019	Principal, Math Instructional Coach and Teachers
Other Non Instructional Contracts - \$3900 to duplicate supplemental intervention materials for students a non-instructional contracts (Toshiba) will be funded for the maintenance of the Toshiba contract.	07/01/2018 06/30/2019 New	Principal, Math Instructional Coach and Teachers will monitor the program

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	50243 - SOFTWARE LICNS MAINT	N/A	N/A	50243	8,000	0.00	100
CE-ESSA T1 Schools(7S046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	5,500	0.00	100
CE-ESSA T1 Schools(7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	3,900	0.00	100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : Mathematics

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will learn methods and strategies that will reinforce and enhance reinforce and enhance student learning in the area of mathematics by attending workshops conducted by the Parent Representative and the Math Instructional Coach two or more times per semester. The workshops and web-based resources will feature the following topics:</p> <ul style="list-style-type: none"> • Understanding the Smarter Balanced Assessment • Questioning techniques • Graphic organization of math problems • Creating a math-friendly home environment • Understanding the school's primary instructional strategies 		<p>The school will review parent workshop evaluation forms to assess parent learning and efficacy of the workshop.</p> <p>The school will examine the School Experience Survey data to assess the extent to which parents feel the school provides ways to support learning at home.</p>
<p>The Community Representative (\$2371) will be trained by the Parent Unit and the Instructional Coach to assist parents in understanding the new SBAC testing and the math standards. The Instructional Coach will develop and conduct math training workshops for the parents utilizing various resources.</p>		<p>The school will examine the School Experience Survey data to assess the extent to which parents feel the school provides ways to support learning at home.</p>
<p>Parents will have an opportunity to visit and observe math being taught in the classrooms. The Community Representative (\$2,371) will organize the math observation. At the conclusion of the classroom observations, parents will engage in a joint debriefing session with the Instructional Coach and Community Representative using a protocol designed to help them better understand the math strategies they observed.</p>		<p>The school will examine the School Experience Survey data to assess the extent to which parents feel the school provides ways to support learning at home.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	2,370		100

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

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

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

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

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

English Learners comprise 20% of the school's population. Carthay's performance trend has been:

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

Data indicates that teachers must focus on providing the designated 60 minutes of ELD instruction, teaching the SMART Start lessons within ELD and providing targeted instruction for the Potential Long Term English Learners.

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

The school achieved its targeted goal of reclassifying 22% of the English Learners. This accomplishment can be attributed to the following: lesson planning and co-teaching with the EL Designee, after school and during school Professional Development and ensuring that the instructional time for ELD was followed.

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

N/A

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

N/A

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

By June 2019, Carthay will decrease the number of Potential Long Term English Learners (currently 14 of 87) by 5% from 16% to 11%.

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

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Enhance English Learners language development and progress towards reclassification through the regular Integrated ELD professional development to teachers of English Learners utilizing the following strategies: Designated ELD strategies; Implementation of ELD Smart Start strategies	07/01/2018 06/30/2019	Principal and ELD Designee will ensure that every teacher implements the strategies learned during professional development through classroom observations and actionable feedback.
Use PD Teacher regular, X/Z time to provide Integrated ELD PD to teachers of ELs to provide support during ELA, Math, Science, Social Studies Instruction, including: a. Constructive Conversation skills and strategies for structured student-to-student interactions using academic language during Integrated ELD b. Development of content and language objectives c. Academy vocabulary development strategies and content specific reading and writing strategies d. Kagan strategies for purposeful grouping	07/01/2018 06/30/2019	
Use PD Teacher regular, or X/Z time to provide professional development regarding the new ELD Standards to teachers of English Learners, including: a. Review of the ELD Standards, horizontal and vertical progression and the essence of each ELD Standard b. Use Bank Time to provide Designated ELD PD to teachers with a focus on instructional strategies c. Use of Constructive Conversational Skills (create, clarify, fortify and negotiate) for structured student -to-student interactions using academic language during Designated ELD and Integrated ELD d. Use ELD Standards-based progress monitoring tools such as the Student Progress Form, Constructive Conversation and Language Sample e. Development of ELD Objectives for Designated ELD lessons f. Implementation of Start Smart 1.0 and Start Smart 2.0	07/01/2018 06/30/2019	
Provide day-to-day substitutes for data analysis and planning for common lessons incorporating Designated and Integrated ELD strategies to be used to provide differentiated lesson studies. Teachers will conduct peer observation of common lessons and debrief time.	07/01/2018 06/30/2019	

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To enhance ELD instruction day-to-day substitutes will release teachers of ELs to plan common lessons with other teachers and to engage in ELD lesson study. Conduct weekly classroom observations with debriefs to determine needed support and professional development needs.	07/01/2018 06/30/2019	Principal will monitor planning sessions and implementation of planned lessons
The ELD Advisor and/or ELD Designee will conduct professional development around Designated and Integrated ELD, facilitate ELD lesson planning and provide demonstration lessons using the Constructive Conversational Skills during Designated ELD. The ELD Designee will conduct professional development around access to core content for English Learners.	07/01/2018 06/30/2019	Principal will ensure that teachers implement the strategies learned during PD
Ensure appropriate EL placement of English learners according to the LAUSD Master Plan and related policies to ensure consistent daily implementation of daily ELD.	07/01/2018 06/30/2019	Principal will monitor student progress
Provide grade level planning for Designated or Integrated lessons. Increase teachers use of student data to inform instruction	07/01/2018 06/30/2019	Principal review lesson study cycle and provide actionable feedback.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Implement intervention programs for ELD students and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.</p> <p>Intervention programs will target students both inside and outside classroom to increase percentage of students scoring proficient in ELA or Math.</p> <ul style="list-style-type: none"> • Students will have access to Coach and CPA for pull out programs and in-class instructional interventions. • At-risk students will receive intensive instruction with local designed intervention on Saturday and/or after school. <p>These students will be grouped by content strand needs and/or at-risk factors.</p> <ul style="list-style-type: none"> • Students needing additional ELD support receive tutoring as appropriate (emphasis on LTELs; potential LTELs and students who have remained at the same overall ELPAC level for two or more years. • Tutoring for ELs will be conducted in small groups (8-10 students) 	07/01/2018 06/30/2019	<p>Principal will supervise instruction in tutoring program and provide actionable feedback</p> <p>ELD Designee Advisor will monitor P-LTELs' academic progress.</p> <p>Student progress will be monitored using pre and post tests to be administered by the teacher or intervention lead teacher.</p>

Budget

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Conduct the following parent engagement activities related to English Learners: <ul style="list-style-type: none"> • Parent workshops/training related to CA ELD standards, Constructive Conversation Skills and reclassification readiness three times per year • Conduct Potential -LTEL student-parent meetings . • Conduct Parent Family Literacy Night for EL parents. • Conduct Parent Math/Science Night for EL parents • Conduct Grade Level specific parent meetings . 	07/01/2018 06/30/2019	The school will review parent workshop evaluation forms to assess parent learning and efficacy of the workshop. The school will examine the School Experience Survey data to assess the extent to which parents feel the school provides ways to support learning at home.

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

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

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

All sections are required.

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

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

Results of the 2016 - 2017 School Experience Survey (87% of students, 53% of parents, 84% of staff completed the survey)

Based on the students who responded:

- 79% feel they are a part of the school
- 79% feel happy to at this school
- 85% feel that teachers treat students with respect

Based on the the parents who responded:

- 93% feel welcome at the school
- 94% feel the school encourages parents to participate in organized parent groups
- 79% feel they are a partner with the school in decisions that are made about their child
- 63% feel that the school provides translations and interpretations services when needed

Based on the Staff that responded:

- 92% feel that the school is supportive and inviting place to work
- 88% feels that the school promotes trust and collegiality among staff
- 100% feels that the school is supportive and inviting place for students to learn and it values the student's background.

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

Survey responses and anecdotal evidence indicate the need to provide translation services to parents upon request, advertise parent engagement opportunities and offer more and varied parent engagement activities that involve the teachers supporting the parents.

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

The staff actively engaged the parents and students in completing the survey and we implemented Restorative Justice to assist in creating a culture of respect and tolerance.

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

N/A

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

N/A

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

By the end of the 2019 school year, the overall participation in the School Experience Survey will increase by 10% and the responses for the "agree" and "strongly agree" of hte Overall High Quality Schooling will increase by 5%

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parent The Community Representative will work throughout the school year with teachers and parents to develop effective communication, processes and/or procedures so parents can better support children at home. The individual will start and maintain Carthay's Parent Center thereby increasing parent involvement during school hours. The representative will assist in recruiting parent volunteers, obtaining documents with medical and fingerprint clearance. The individual will train parents on how to volunteer in classrooms as well as share information disseminated by the Parent and Community Engagement Center of ESC West. The individual will collaborate with teachers and staff members in leading Parent University classes that address how parents can better support instruction and student learning at home. Lastly, the Community Representative will prepare materials that communicate to the community of said services.</p>	<p>07/01/2018 06/30/2019</p>	<p>The attendance roster data will show the participation rate of parents at events. Evaluation data of the events will show the effectiveness of the events. Community Rep. and Principal</p>
<p>Parent Community Representative will create a welcoming environment for parents and will work in conjunction with the Principal and the CPA to conduct monthly parent workshops in the Parent Center to build capacity among stakeholders and serve as a liaison between the school and community. Workshops and events to increase parent engagement and student performance will include the following: Back to School Night; School Report Card Workshop; Graduation Requirements Workshop; CCSS Workshop; Workshop - California Dashboard, Reading to Your Child Workshop; Bullying Awareness Workshop; Parenting skills Training; Math Night; Coffee with the Principal; every month; ELAC/SSC Meetings</p>	<p>07/01/2018 06/30/2019</p>	<p>Attendance roster and sign-in data for workshops and special events will be tracked and compared to previous year's data.</p>
<p>Student and Staff Teachers will work throughout the year to provide more events for the parents and students, such as Math Night, Science Night, Grade Level specific, student and parent workshops (in each content area)</p>	<p>07/01/2018 06/30/2019</p>	<p>Attendance roster and evaluation data will show the participation</p>

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The principal will create an annual calendar of parent workshops(\$104) and activities and inform parents at the beginning of the school year through the newsletter and school website. In addition, the school will inform parents on an on-going basis about the upcoming events, advisory meetings and parent workshops, particularly those occurring in the Parent Center, using the following: <ul style="list-style-type: none"> • Monthly newsletters • Updated marquee announcements • Updated website with current information • Social media announcements of the events • Weekly Blackboard Connect phone calls/emails with Announcements • Signage at school entry points in English/Spanish 	07/01/2018 06/30/2019	The Principal will be responsible for developing a calendar of workshops and events. The Principal will be responsible for the use of the communication tools. The data from the School Experience Survey will yield information about the effectiveness of different communication tools. Attendance data at events and parent attendance at workshops and advisory council meetings will be tracked and compared to previous attendance.
The Principal will provide simultaneously translation equipment for Spanish-speaking parents to be able to understand workshops materials, SSC & PTA meetings.	07/01/2018 06/30/2019	
The principal, Community Representative and EL Designee will promote the School Experience Survey to increase the percentage of parent completion by 10%.	07/01/2018 06/30/2019	

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	153		100

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

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

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

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

The following are areas of concerns:
 - 48% of the students feel that challenging themselves won't make them smarter in comparison to the District score of 62%
 - 60% of the students feel that if they are not naturally smart in a subject, then they will never do well in it, in comparison to the students in the District 72%
 - and the student's overall growth mindset is 45%

Key findings also suggest that the school's attendance program must be revisited to identify students with an attendance rate which is less than the 90% goal.

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

A Students mindset must be fostered in order for changes to occur. The lack of Professional Development in this area may be a contributing factor for teachers. The attendance rate has been impacted due to a lack of resources that could provide on-going monitoring.

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

N/A

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

The school will seek out District trainers to provide Professional Development for the teachers - (how can teachers foster a growth mindset in students), the school will implement a monthly attendance incentive program that includes recognition for students, parents and staff. The school will recognize perfect attendance at assemblies, hallway bulletin boards and in the monthly newsletter.

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

N/A

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

By the end of 2019, the % of students with chronic absences will decrease by 10% with the implementation of the School's Attendance Incentive

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Psychologist, District Personnel and the Principal will provide Professional Development on strategies to assist teachers with the effective implementation of the Second Step Program in all grades to help students learn proper social behavior and empathy.</p> <p>The Nurse will provide professional development on health services and assisting teachers in ensuring that students that have a serious illness or injury are given platforms to promote their academic growth and attendance. The nurse will also monitor student data as it relates to health and referrals to nursing office to better communicate with school personnel and families on providing adequate supports for the child's success.</p>	<p>07/01/2018 06/30/2019</p>	<p>Principal will evaluate the effectiveness of the Professional Developments through surveys and monitoring referrals. Agenda, Sign-ins and evaluations of all meetings will be collected as part of the monitoring process.</p>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>A school wide Attendance Plan will be implemented to reduce absences through the following: Student Awards Assemblies to recognize student attendance every month by grade level and their pictures will displayed on our recognition board. Trophies will be awarded for the highest attendance rate in primary and upper grade each month as motivation and incentive to increase attendance. School Staff will phone homes to contact students absent more than 1-2 days to monitor.</p> <p>School Success team will provide strategies to parents with chronic attendance problems. The team will provide a positive problem solving process to identify strategies, interventions and programs that may resolve or alleviate academic attendance.</p>	<p>07/01/2018 06/30/2019</p>	<p>Principal will analyze and monitor student data to evaluate the effectiveness of strategies implemented.</p>
<p>Carthay will utilize the resources of ESC-West (PSA Unit), School Nurse and the SAA in the implementation of the school-wide attendance plan.</p> <p>PSA Unit will:</p> <ul style="list-style-type: none"> • Conduct parent workshops • Facilitate meetings to provide interventions for students and parents with chronic absences • Refer families to community resources 	<p>07/01/2018 06/30/2019</p>	<p>Principal will monitor the activities of the PSA Unit to ensure the success of the incentive programs through monthly data reports and attendance data.</p>

Budget

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Psychologist, Nurse and the Community Representative will conduct monthly workshops that feature the the following topics: Behavioral Health; Stress Management; Parent Adolescents; Recognizing signs of depression; Diet and Exercise; Supporting students at home. Workshops will also feature measures to promote attendance and positive student behavior at home and school.	07/01/2018 06/30/2019	The Principal will hold post workshop meetings to analyze workshop evaluation data.
Parents will be notified about excused/unexcused absences and strongly encouraged to provide documentation about each absence or tardy. Children who are chronically and/or frequently tardy and/or absent will be identified and their parents will receive attendance letters from the school monthly.	07/01/2018 06/30/2019	Principal will monitor the activities of the SAA and clerical staff to ensure the success of the incentive programs through monthly data reports and attendance data

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

Every Thursday of the week is college awareness day and students wear t-shirts that represent the different colleges. The classrooms are named after colleges and we have several College Awareness Bulletin boards around the campus. Our students are provided information about colleges and parent workshops are conducted throughout the year to educate the parents.

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

The school has a school-wide Positive Behavior Plan that incorporates assemblies, incentives for Positive Behavior, Parent involvement awards and newsletters that highlight the school's vision for behavior. School signs are posted around the school and teachers incorporate the behavior plan in their daily routines.

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

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

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

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

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

The school-wide Program Plan was developed by the stakeholders of the school (parents, students, teachers and classified employees). The data from the School Report was analyzed and information was used to create new plans for the school. Every committee (SSC, ELAC and the Local School Leadership) had an opportunity to review and evaluate the components of the plan.

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

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

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

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

Los Angeles Unified School District

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

Program Budget Codes:

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

Name of School	Local District	Principal
CARTHAY EL ES MAG (1284901)	W	HALL JOHNSON, SHARON A

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
367	68.00	20.00	1.00	10183 \$ 49,728 10397 \$ 0 10400 \$ 15,669 10405 \$ 2,347 Total \$ 67,744

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

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

Description of Services that address: 100% Graduation <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 SY18-19 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	All	<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 SY18-19 LCAP Targets (proposed)</p>
<p>Teachers will provide differentiated research-based instruction in every classroom in all core subjects. Teachers will effectively and consistently teach the CCSS and the Science standards as they relate to the environment and the science standards to facilitate student learning of Earth, Life and Physical Science Standards.</p> <p>Teachers will incorporate FOSNOT, DreamBox and Literacy Design strategies throughout the instructional day which provides explicit lessons and activities that teach structures and procedures so that all students can engage in collaborative learning. Teachers will continue to meet in grade levels to research and plan Project Based Lessons utilizing and evaluating data to guide their instruction.</p> <p>Technology in the forms of laptops, desktops, iPads and Chromebooks will guide students through instructional projects and experiences as it is engaging and motivating for students to utilize. Teachers will also use technology to assess students and to monitor their learning and growth.</p> <p>The Library Aide will assist with students' research and inquiry efforts they continuously work on completing projects in and out of the classroom. The Library Aide will also collaborate with teachers to help prepare and provide the research materials for the classes when they visit the library.</p> <p>Teachers will receive ELPAC training to become familiar with the components, rubrics and test administration. They will receive Professional Development and continue to utilize the strategies in their daily instruction.</p> <p>Teachers will provide Tier 3 intervention to students before or after school and/or during Saturday school. Students requiring intervention will be identified with existing data, such as DIBELS,</p>	<p>0</p>		<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%
<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY18-19 LCAP Targets (proposed)</p>
<p>Carthay will provide informational presentations for parents concerning school attendance and share LAUSD's goal of 100% attendance for all students and staff members with parents and community members.</p>			

<p>Carthay will conduct morning and attendance assemblies throughout the year engaging students, parents and staff members about the importance of regular school attendance.</p> <p>Carthay will continue its attendance incentive programs. Teachers and students will create classroom attendance challenges that subscribe to the school's Be H.O.T./Here on Time" campaign. Individual students with high attendance percentages are recognized during the Awards Assembly - with certificates, awards, and medals.</p>	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%
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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> <ul style="list-style-type: none"> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey 	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
<p>The Community Representative will work throughout the school year with teachers and parents to develop effective communication, processes and or procedures so parents can better support their children at home. The individual will start and maintain Carthay's Parent Center thereby increasing parent participation during and after school hours. The individual will assist in recruiting parent volunteers, obtaining documents with medical and or fingerprint clearance. The individual will train parents on how to volunteer in classrooms as well as share information with the parents from the Parent and Community Engagement Center of ESC -West or the District. The individual will collaborate with teachers and staff members i leading Parent University classes .</p>	0		<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> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy 	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY18-19 LCAP Targets (proposed)
<p>Carthay will conduct morning assemblies and safety assemblies throughout the school year engaging students, staff and community members about school rules, behavior expectations and safe behaviors when on school campus.</p> <p>Teachers will teach the school rules and model appropriate behaviors that students adhere to when in the classroom, auditorium, cafeteria, play areas, bathroom, hallways, etc. Teachers will utilize Second Step to address appropriate social interactions among students. Teachers and staff members will use "Caught Being Good" tokens to encourage positive behavior.</p>	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-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 5,000	0.00 0	0.00 0	0.00 0	0.00 5,000
10701 10701 - TCHR AST RELIEF	<input type="checkbox"/>	110005	0.00 476	0.00 0	0.00 0	0.00 0	0.00 476
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	4.00 64,568	0.00 0	0.00 0	0.00 0	4.00 64,568
14692 14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>	190004	0.00 1,000	0.00 0	0.00 0	0.00 0	0.00 1,000
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	110004	0.00 12,000	0.00 0	0.00 0	0.00 0	0.00 12,000
21021 21021 - LIBRARY AIDE C1T/05 (6 Hrs / 5 Days)	<input type="checkbox"/>	240001	1.00 24,695	0.00 0	0.00 0	0.00 0	1.00 24,695
21468 21468 - CLERICAL X-TIME	<input checked="" type="checkbox"/>	240004	0.00 700	0.00 0	0.00 0	0.00 0	0.00 700
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 10,000	0.00 0	0.00 2,370	0.00 0	0.00 12,370
30167 30167 - HEALTH WELFARE CLASS	<input type="checkbox"/>	340201	0.00 -6,995	0.00 0	0.00 0	0.00 0	0.00 -6,995
30168 30168 - RETIREE BNFTS CLASS	<input type="checkbox"/>	370201	0.00 -2,505	0.00 0	0.00 0	0.00 0	0.00 -2,505
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	340101	0.00 17,850	0.00 0	0.00 0	0.00 0	0.00 17,850
40127 40127 - GEN SUPPLIES TECHNO	<input type="checkbox"/>	430001	0.00 5,500	0.00 0	0.00 0	0.00 0	0.00 5,500
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	430010	0.00 5,500	0.00 0	0.00 153	0.00 0	0.00 5,653

CARTHAY EL ES MAG (1284901)

50003	<input checked="" type="checkbox"/>	580002	0.00	3,900	0.00	0	0.00	0	0.00	0	0.00	3,900
50003 - OTH NON INSTRL CONT												
50080	<input type="checkbox"/>	520002	0.00	806	0.00	0	0.00	0	0.00	0	0.00	806
50080 - STAFF CONF ATTEND												
50174	<input type="checkbox"/>	580012	0.00	3,000	0.00	0	0.00	0	0.00	0	0.00	3,000
50174 - CURRICULAR TRIPS												
50243	<input type="checkbox"/>	580020	0.00	8,000	0.00	0	0.00	0	0.00	0	0.00	8,000
50243 - SOFTWARE LICNS MAINT												
40239	<input type="checkbox"/>		0.00	6,396	0.00	0	0.00	106	0.00	0	0.00	6,502
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
Total			5.00	159,891	0.00	0	0.00	2,629	0.00	0	5.00	162,520

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**