

Los Angeles Unified School District
Single Plan for Student Achievement

2018-2019

Implementation

95TH ST EL (1552101)



**Superintendent
Austin Beutner**

Board Members

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SCHOOL IDENTIFICATION

School Name: 95TH ST EL (1552101)

Local District: W

CDS Code	County		District					School					
	1	9	6	4	7	3	3	6	0	1	8	3	3

For additional information on our school programs contact the following:

Principal: NAVA, MANUEL

E-mail address: mnavo20@lausd.net

SPSA Designee: JAMES, SCHERRIE Position: ASST PRIN, ELEMENTARY

E-mail address: slj9220@lausd.net

School Address: 1109 W 96TH ST, LOS ANGELES, CA 90044

School Telephone Number: 3237561466

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.

ALFREDO ORTIZ



06/11/2018

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

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 Superintendent or designee	ALFREDO ORTIZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>06/11/2018</u> <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	<u>04/20/2018</u> <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	<u>04/13/2018</u> <i>Signed Date</i>
Local District Title I Coordinator	CELINA REYNOSO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>08/27/2018</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input checked="" 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)	01/19/2018	Leticia Alvarez	<i>Please sign here</i>

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

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

03/23/2018

School plan approval appears in SSC Minutes.

Date

Attested:

Patricia Barraza

Typed name of SSC chairperson



E-Signature of
SSC chairperson

04/13/2018

Date

Please sign here

NAVA, MANUEL

Typed name of school principal



E-Signature of
School principal

04/13/2018

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: \$	578,685
	Purpose: To upgrade the entire educational program of the school.		<hr/>
<input type="checkbox"/>	Title I: Coll&Career Coach [Cent Funds] (7T124)	Amount: \$	0
	Purpose: 7T124 IS REFERING HERE		<hr/>
<input checked="" type="checkbox"/>	Title I: Parent Involvement Allocation (7E046)	Amount: \$	9,515
	Purpose: To promote family literacy, parenting skills, and parent involvement activities.		<hr/>
<input checked="" type="checkbox"/>	Title III: English Language Development (7T197)	Amount: \$	0
	Purpose: 7T197		<hr/>
Total amount of categorical funds allocated to this school:		\$	588,200
			<hr/>

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.)

The 95th Street Elementary School community is dedicated to celebrating and nurturing our diversity. We will educate and empower our students to contribute to and benefit from an ever-changing world as responsible life-long learners.

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 95th Street Elementary School learning community will set the standard for public education. We will provide a solid academic foundation and instill positive social values. Each child will discover, respect, and believe in their unique and extraordinary abilities. Together we will guide and motivate our children as they set the course for their future. Our name will be synonymous with excellence.

School Profile Description

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

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

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

Ninety-Fifth Street Elementary School is located in South Central Los Angeles and serves students in grades ETK through 5th. There are 44 general education teachers.

The Special Education Program is organized to support the integration of Special Education students into the general education classrooms. There are five special education teachers and students receive instruction in grades TK through grade five. The resource teachers provide services to students in grades ETK through fifth grade, as well as, co-teaching support. Special Education students are mainstreamed into the general education classes at the daily percentage that is outlined in their Individual Education Plans (IEPs). Designated services are provided in the areas of adapted physical education, physical therapy, and for students who require support from Speech and Language, Deaf and Hard of Hearing and the Visually Impaired Education Specialist. There are five special day classes that provide special education services for kindergarten through fifth grade students. The Title 1 program is classified as school wide. The certificated staff includes one principal and two assistant principals, one of which is shared with another school. There is also one APEIS that is shared with one other school. We also have one Access to Core Coach, a TSP Advisor, one full-time intervention coordinator, and one full-time instructional coach.. The school utilizes a full-time School Nurse, a full-time Pupil Services and Attendance Counselor, and a full time psychologist.

We have a library and three computer labs with 25-30 computers in each lab. Each classroom has a document camera and an LCD projector. In addition, each teacher has been issued one laptop and one Ipad. Smartboards are being utilized in 25% of the classrooms.

Ninety-fifth Street School utilizes DIBELS data (which includes Text Reading Comprehension- TRC), guided reading levels and curricular assessments to identify struggling students. Many of these students are included in intervention programs conducted by the intervention coordinator, resource teachers, support staff and general education classroom teachers. Teacher Assistants are assigned to work under the direct supervision of the Intervention Coordinator to facilitate small group instruction for at-risk students. We also hold informational meetings for the parents of these students highlighting target skills and providing activities they can do at home to support mastery of these skills.

Ninety-Fifth Street School operates on a traditional calendar.

Our students matriculate to Bret Harte Middle School and then to Washington Preparatory High School.

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

Ninety-Fifth Street School serves grades ETK, Transitional Kindergarten, Kindergarten, and grades 1st – 5th

3. Indicate student enrollment figures:

The total school population is approximately 1011 students.

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

Ninety Fifth Street School is a school wide Title I school and 100% of the students receive free/reduced priced meals. Our current Title I ranking is 73.

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

The ethnic composition of the school includes 71% Hispanic/Latino, 29% African-American. 47% are classified as English Learners with a home language of Spanish. All English Learners are currently assigned to Structured English Immersion classes or the Mainstream English Program. Students are placed in classes according to their most recent overall California English Language Development Test (CELDT) scores. Our school is committed to providing a high quality of instruction to our Standard English Learners (SEs) by providing standards-based and culturally relevant and responsive instructional strategies.

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:

The school provides families with individual student academic reports during parent conferences and through reports sent home. Reports are in the preferred language for each parent as indicated in My Integrated Student Information System (MiSiS) and are accompanied by information to aide in the interpretation of those results. Community representatives, support staff, and teachers are available to assist parents with interpretation of student academic assessment results.

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

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

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

Other important characteristics of the school:

N/A

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	Analysis of data (MyData, Attendance Data, EL data, student grades, DIBELS, School Report Card, School Experience Survey, School Accountability Report Card). Feedback given.	02/12/2018, 03/23/2018, 03/19/2018, 03/21/2018
<input checked="" type="checkbox"/> English Learner Advisory Committee	Analysis of data (MyData, Attendance Data, EL data, student grades, DIBELS, School Report Card, School Experience Survey, School Accountability Report Card). Feedback given.	02/19/2018
<input checked="" type="checkbox"/> Other: Staff	Analysis of data (MyData, Attendance Data, EL data, student grades, DIBELS, School Report Card, School Experience Survey, School Accountability Report Card), review of intervention results, examination of research-based strategies. Feedback given. SPSA draft presented to the staff during staff meeting. The goals and actions/strategies were reviewed. Observations were made and feedback given by teachers.	01/30/2018, 02/06/2018

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 type="checkbox"/> | MyData |
| <input 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 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 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

K-2 DIBELS End Results
 Kindergarten: In 2015-2016, 41% met the end- of-year benchmark. In 2016-2017, 49% met the end-of-year benchmark. (8% growth)
 1st Grade: In 2015-2016, 53% met the end- of-year benchmark. In 2016-2017, 40% met the end-of-year benchmark. (13% drop)
 2nd Grade: In 2015-2016, 53% met the end- of-year benchmark. In 2016-2017, 55% met the end-of-year benchmark. (2% increase)

3rd -5th Passing Language Arts and Math as measured by SBAC
 In 2015-2016, 22% met or exceeded the standards in ELA. In 2016-2017, 27 % met or exceeded the standards in ELA (5% growth)
 In 2015-2016, 22% met or exceeded the standards in Math. In 2016-2017, 20% met or exceeded the standards in Math (2% decrease)

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

Although there has been growth in the percentage of Kindergarten and 2nd grade students meeting end-of-year benchmark on DIBELS assessments, data indicates that on average 52% did not meet end of the year benchmarks on 2015-16 DIBELS assessments in grades K-2. The district average for 2015-16 DiBELS K 61% Benchmark - Advanced, 1st 65% Benchmark-Advanced, and 2nd 67% benchmark -advance. Therefore, students in K-2 are not obtaining the necessary early literacy skills to develop reading fluency, such as, Phonemic Awareness, segmentation, and oral blending strategies to decode. This finding can be attributed to the need to provide more sustained and differentiated focus on foundational literacy skills.

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
 100% Graduation was not addressed for this school year

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
 100% Graduation was not addressed for this school year

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

Based own elementary school priorities student needs can be more affectively addressed by focusing resources in ELA, math and ELD goals.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input 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 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 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

Kinder to Second Grade use DIBELS as a reading screener. Based on 2016-2017 DIBELS data, 95th Street Elementary School increased the number of students scoring Benchmark/Advanced in Kinder to Second Grade from 35% on BOY to 49% on EOY. This fell 1% short of our 15% goal. Third, fourth, and fifth graders are assessed in the area of text reading comprehension (TRC). Based on 2016-2017 TRC data, 95th Street Elementary School increased the number of students scoring Benchmark/Advanced in Third to Fifth Grade from 40% on BOY to 46% on EOY. This fell 9% short of our 15% goal.

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

The underlying issues related to areas in need of improvement (in K-2) are the need for specific targeted phonics and phonological awareness instruction. This is based on the data collected from the PASI (Phonological Awareness Screener for Intervention) and PSI (Phonics Screener for Intervention). It is evident students are still in need of Foundational Skills from previous grade levels. This is interfering with students becoming fluent readers, and in return will also affect their reading comprehension.

In Grades 3 to 5, the underlying issues related to the need to improve comprehension is the amount of students who are still struggling to become fluent readers. Also, students need critical thinking skills to understand complex text.

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

To increase the percentage of students scoring BenchmarkThe school is on track to meet our goal in K-2 due to the implementation of ELLP Academies in the lower grades. The ELLP Academies focus on phonological awareness and phonics. All students are grouped based on specific targeted skills. We did not meet our goal in grades 3-5.

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 students meeting the end-of-year benchmark on DIBELS will increase by 20% for 2018-2019.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>For K-2 teachers, focus will be on students acquiring the basic phonological awareness and foundational skills necessary to become proficient readers. Teachers will collaborate on a weekly basis during grade level meetings to plan lessons using our ELA adopted curriculum, share observation notes or progress monitoring from ELLP Academies, and ensure that these skills are being continually addressed during instruction.</p> <p>Teachers will work collaboratively on a weekly basis during grade level meetings to plan lessons using the curriculum and ensuring that these areas are being continually addressed in instruction.</p>	<p>08/14/2018 06/07/2019</p>	<p>Principal and Assistant Principals will conduct weekly classroom observations to monitor the implementation of the topics and strategies discussed in PD. Will review student work, assessments, and grades for effectiveness. Will monitor teacher and staff feedback. Discussions will be held pre and post PD to determine the level of understanding and the staff's plan for implementation.</p>
<p>For 3-5 teachers, the focus will be on students becoming proficient in comprehension and also addressing the needs of students who are not proficient readers. Lesson planning will be done collaborate on a weekly basis during grade level meetings. Planning will include planning for small group differentiation during Guided Reading, Book Clubs, Strategy Lessons, and Phonics Lessons for students still struggling with decoding.</p>	<p>08/14/2018 06/07/2019</p>	<p>Principal and Assistant Principals will conduct weekly classroom observations to monitor the implementation of the topics and strategies discussed in PD. Will review student work, assessments, and grades for effectiveness. Will monitor teacher and staff feedback as well as analyze the responses in the Staff Self Inventories and Needs Assessments. Discussions will be held pre and post PD to determine the level of understanding and the staff's plan for implementation.</p>
<p>Data will be the focal point for all instructional design and decisions. Various forms of data will be utilized for this purpose such as DIBELS/TRC, diagnostic assessments, interim assessments, summative assessments, and formative assessments.</p> <p>Teachers and staff will regularly monitor and analyze the data provided from these various assessments to collaboratively plan next steps in instruction.</p>	<p>08/14/2018 06/07/2019</p>	<p>Admin will hold data conferences with teachers to review student data and discuss instructional plans based on that data. Principal and Grade Level Chairs will facilitate data analysis with grade level teams. Team will analyze pre and post test results for effectiveness. Teachers will also create action plans to improve assessment results.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Professional Development will be determined based on the data and the needs of the staff. Professional development will center around the instructional goals and will be differentiated to meet the needs of the teachers.</p> <p>Professional development will include close reading, questioning strategies, academic discussions, small group instruction, and differentiation.</p> <p>To support our students in all grade levels and all subgroups (ELs, SWD, SED, Latino, and African American), we will build teacher capacity in developing and executing California Standards based instruction to ensure all students will be college and career ready. Additionally, there will be an increased focus on utilizing student data to drive instruction.</p> <p>Lead Teachers will facilitate, support, and/or provide professional development using the Plan-Deliver-Reflect-Revise model. Centering planned topics on student and assessment data analysis will ensure the staff's efforts will be focused on 95th Street School's instructional priorities. Professional development will be provided during Banked Time Tuesdays and/or beyond the regular assignment and will focus on accelerating reading proficiency in all students with an extra emphasis in the primary grades. In alignment with the state standards instructional shifts in ELA, professional development will focus on the following topics to improve reading fluency, foundational literacy skills and writing practices:</p> <ul style="list-style-type: none"> • Deeper understanding of the California Reading Standards and the learning progression of those standards to ensure consistent instruction across the grade levels • Strengthening the instruction of the Foundational Literacy Skills in the primary grades to increase the number of proficient readers before grade 3 • Using formative and summative assessment data to guide and refine instruction so that all students show mastery of the standards • Review of Best Instructional Practices - Close Reading to build students' ability to comprehend complex texts and support reasoning with evidence in both oral and written forms - Academic Discussion in the classroom with students driving the discussion as teachers become facilitators - Quality and Purpose of Questioning to build students' critical thinking skills - Guided Reading/Book Clubs to build student comprehension - Writers Workshop to build and strengthen students' ability to produce quality academic writing in the narrative, informational, and opinion genres. 	<p>08/14/2018 06/07/2019</p>	<p>Principal and Assistant Principals will conduct weekly classroom observations to monitor the implementation of the topics and strategies discussed in PD. Will review student work, assessments, and grades for effectiveness. Categorical Program Advisor will monitor teacher and staff feedback as well as analyze the responses in the Staff Self Inventories and Needs Assessments. Discussions will be held pre and post PD to determine the level of understanding and the staff's plan for implementation.</p>
<p>Intervention/Prevention Support Coordinator, Categorical Program Advisor, Lead Teachers and local district experts will collaborate and implement Common Core State Standards by providing teachers and staff access to professional development that will focus on the needs of socio-economically disadvantaged students, foster youth, standard English learners (SELs), English Learners (ELs), students with disabilities (SWD), African American and Latino students. PD will be held during the school day or beyond the regular basis for grade levels (Tuesday Bank Time).</p> <p>Staff members will attend the following conference opportunities in order to gather constructive strategies and practical means for teaching ELA. In addition, attendees will present these methods to others within their grade levels, and or school wide.</p> <ol style="list-style-type: none"> 1. COBA (Spring) 2. CABA (Spring) 3. Growing Educators (on-going) 4. Cognitively Guided Instruction 	<p>08/14/2018 06/07/2019</p>	<p>Principal and Assistant Principals will conduct weekly classroom observations to monitor the implementation of the topics and strategies discussed in PD. Will review student work, assessments, and grades for effectiveness. Instructional Coach will monitor teacher and staff feedback as well as analyze the responses in the Staff Self Inventories and Needs Assessments. Discussions will be held pre and post PD to determine the level of understanding and the staff's plan for implementation.</p>
<p>Categorical Program Advisor to maintain a comprehensive instructionally effective and compliant program. Providing Teachers with demonstration lessons, Professional Development, maintain all Title I documentation and provide direct instruction to students.</p>	<p>08/14/2018 06/07/2019 New</p>	<p>Principal and Assistant Principals will monitor the implementation of Title I program.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	30329842	N/A	14496	115,775	1.00	100
CE-ESSA T1 Schools(7S046)	1000	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	30445495	N/A	117360	57,888	1.00	50
CE-ESSA T1 Schools(7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	770	0.00	100
CE-ESSA T1 Schools(7S046)	1000	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	1,540	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Early Language and Literacy Plan Academies will be implemented in grades K-2. Academies utilize data to match students with specific skill based instruction. Analyzing data from DIBELS , diagnostic assessments (Phonological Awareness, Phonics Screener), and TRC, students are placed in academy groups with other students showing skill deficits in the same areas. For those students who have acquired all phonological awareness and phonics skills needed to make them proficient readers the focus becomes comprehension using Guided Reading Book clubs as the instructional component. TAs will push in to the classrooms to support students identified as needing intensive intervention.	08/14/2018 06/07/2019	Principal and Admin Team will participate in grade level meetings. Principal will ensure that every teacher implements the strategies learned during Professional Development through daily classroom observations and actionable feedback.
Implementing a Balanced Literacy model at 95th Street School to incorporate the strongest elements of both whole language and phonics instruction. Implementation will be done through using the Reading and Writing Workshop model incorporating Guided Reading into the Reading Workshop. Small group instruction to target the needs of all students in the areas they need it most. Differentiated instruction is consistent throughout the day and each student receives support in the skill areas determined as needed through ongoing assessment.	08/14/2018 06/07/2019	Lead Teachers will conduct classroom visits to provide support to teachers. Grade level teams will review student data, review work samples and guided reading levels to determine next steps for instructional planning
IABs will be used to guide instruction in our 3-5 grades by providing ongoing formative assessments as a way for teachers to measure students' progress towards mastering the standards.	08/14/2018 06/07/2019	Principal will review data for student achievement.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Contracted Bus Services will be utilized to provide students with experiences that build on prior knowledge, background, academic vocabulary, and language that will aid in improving reading comprehension. The curricular trips will be tied to the unit of study in English Language Arts and Social Studies. The budgeted amount will allow for 4 buses per curricular trips.</p> <p>Tumbleweed Day Camp Curricular trip will be providing opportunities for students to study Social Studies. The experience supplements the Social Studies Program through exploration of Native American life and culture. Students will participate in nature hikes to explore Native American life of the past. They will also discuss the use of plants and animals, explore artifacts through hands-on activities and participate in Chumash sports and games to make connections between these activities and skills needed to survive in Native American times.</p> <p>San Gabriel Mission curricular trip will provide opportunity for students to study the social studies unit of early Californians, to describe the social, political cultural and economic life and interactions among people of CA, mapping, geographic, and economic factors in placement and function of Spanish missions and daily lives of people who occupied missions and surrounding areas.</p> <p>Natural History Museum curricular trip will provide opportunity for students to study the Animals 2x2 FOSS unit and ELA Unit 3 Plants and Animals have different needs to survive. Students will select an animal or plant and look up what the need to survive.</p> <p>Tree People curricular trip will provide opportunity for first grade students to study life science standard of plant life. Students will participate in nature hike, activities around the plant life cycle, and participate in activities on how to they help the city forest thrive. Students will identify the role trees play in the environment and create a plan to conserve trees.</p> <p>Bob Baker Theater Marionettes curricular trip students will be provided with a unique theatrical experience to support students with using puppetry as a tool to help students master ELA standards (Listening, Speaking, Reading, Writing Standards). Student will do a read aloud of information orally or through other media by answering questions about key details and requesting clarification if something is not understood. Ask and answer questions in order to seek help, get information, or clarify something that is not understood and describe familiar people, places, things, and events.</p>	<p>08/14/2018 06/07/2019</p>	<p>Principal will review field trip destinations to ensure the sites contribute to the educational program for the grade level</p>
<p>Teachers will create and duplicate instructional materials that are aligned to the unit of study and intervention needs.</p>	<p>08/14/2018 06/07/2019</p>	<p>SAA will monitor the amounts of duplicated materials. Each staff member is provided with codes.</p>

Budget								
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	5,040		100
CE-ESSA T1 Schools(7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	5,000	0.00	100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Intervention Coordinator will design and implement data based intervention programs for K-2 students who demonstrate the greatest needs.</p> <p>Highly qualified Teacher Assistants will be trained to work with students requiring reading intervention and will provide explicit literacy interventions designed by the Intervention Coordinator (push-in). TAs will use the 95 percent kit and the Phonics Chip kit to build the necessary foundational skills required to help students become proficient readers.</p> <p>(3) six-hour positions (M-F ongoing throughout the school year)</p>	<p>08/14/2018 06/07/2019</p>	<p>Principal and Intervention Coordinator will monitor intervention program, observe classroom instruction and analyze pre and post test results for effectiveness. Monitoring will include review of student work samples and implementation of the PD focus strategies.</p>
<p>ELLP academies in K-2 to target the areas of skill deficits required to become proficient readers. Using diagnostic assessments to determine each student's skill deficits and targeting those deficits with research based interventions. Intervention Coordinator will support teachers with data analysis, structuring groups, and planning effective ELLP Academy lessons.</p>	<p>08/14/2018 06/07/2019</p>	<p>Principal and Intervention Coordinator will monitor intervention program, observe classroom instruction and analyze pre and post test results for effectiveness. Monitoring will include review of student work samples and implementation of the PD focus strategies.</p>
<p>Intervention Coordinator will design and implement after school intervention literacy programs for grades 3-5 students who are not proficient or reading at grade level.</p> <p>Teachers will provide after school intervention programs targeting intensive students in all grade levels in ELA.</p> <ul style="list-style-type: none"> • Students will initially be identified through analysis of DIBELS and TRC data for ELA intervention. Students scoring intensive and far below the grade level benchmark will be given one on one diagnostic assessments such as the phonics screener or PASI to identify the student's skill deficits. • Diagnostic results will determine the placement of students in small groups so that instruction can be designed to target the determined skill deficits. • Instruction will be provided by the classroom teachers for each group using strategies and lessons specifically designed to address the targeted skills or strategies. • Post Intervention session assessments will be administered so data may be analyzed to evaluate student growth • Progress reports will be provided to students' classroom teachers to use in parent teacher communication as well as to inform progress and/or the need of further classroom interventions. • Tutoring will be conducted in small groups of 8-10 students <p>Saturday School intervention sessions will be provided for at-risk students not meeting benchmark criteria to build skills demonstrated in the state standards. Intervention will be provided to selected students so they may receive instruction designed to meet their individualized needs.</p>	<p>10/01/2018 06/07/2019</p>	<p>Intervention/Prevention Coordinator will analyze DIBELS and TRC data to determine effectiveness.</p> <p>Teachers will analyze DIBELS and TRC data, Interim Assessments, and SBAC data to determine effectiveness.</p>
<p>Intervention Coordinator will support teachers in implementing small group intervention instruction during reading workshop. Small group instruction based on diagnostic assessments will target students skill deficits. (Tier 2)</p>	<p>09/03/2018 06/07/2019</p>	<p>Principal and Intervention Coordinator will monitor intervention program, observe classroom instruction and analyze pre and post test results for effectiveness. Monitoring will include review of student work samples and implementation of the PD focus strategies.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Supplemental Instructional Materials that include TRC Kits, guided reading books, Lakeshore Phonics and Phonological Awareness Kits, and 95% Group reading intervention kits will be utilized to identify students struggling with foundational literacy. Saturday and afterschool intervention lessons will use these materials to address students' needs and to help close the achievement gap. Emphasis will be placed on phonemic awareness, alphabetic principle, accuracy and fluency, and vocabulary comprehension. Teachers will organize supplemental materials beyond the regular assignment. They will also duplicate supplemental and intervention materials to differentiate instruction for intervention. Will also need to maintain duplo machines in order to copy materials.	08/14/2018 06/07/2019	Principal will review POs to ensure materials being purchased are aligned to the unit of study. Will conduct classroom observations for effective use of materials
Intervention Coordinator X-time to analyze data and and plan for locally designed after school intervention. Analyze PSI and DIBELS data for organizing and implementation of ELLP academies.	09/03/2018 06/07/2019 New	Principal will monitor the implementation and data of ELLP academies and intervention programs to determine effectiveness.
TA Relief Time funds for hours beyond the regular assignment to organize and inventory intervention instructional materials and organizing and filing of intervention documents	09/03/2018 06/07/2019 New	Intervention Coordinator will monitor Teaching Assistants during this time make sure materials and paperwork are organized.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30358220	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)	30413361	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)	30413362	N/A	107762	18,448	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10701 - TCHR AST RELIEF	N/A	N/A	10701	1,595	0.00	100
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	2,500	0.00	100
CE-ESSA T1 Schools(7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	2,000	0.00	100
CE-ESSA T1 Schools(7S046)	2100	50147 - MAINTENANCE OF EQUIP	N/A	N/A	50147	1,300	0.00	100
CE-ESSA T1 Schools(7S046)	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	15,300	0.00	100
CE-ESSA T1 Schools(7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	500	0.00	100

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

Academic : English Language Arts

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent workshops designed to educate parents and families on building reading proficiency at home. Parents and guardians are invited to multiple workshops throughout the year and provided with tools and strategies in working with their children at home. Parent Workshops topics will include understanding reading assessments and results, helping your child learn to read at home, and what to do if my child needs help in reading.	08/14/2018 06/07/2019	Principal, Assistant Principals, and Community Reps will collect parent workshop evaluations to determine workshop's effectiveness for future planning. Analyze School Experience Survey by parents and students to gauge effectiveness of activities related to college and career readiness.
Family Literacy Night is designed to provide families with grade span specific reading strategies. Families are allowed to create make and take literacy activities, learn about online resources, and provided a model of reading aloud with their children in the most effective way.	10/01/2018 05/31/2019	

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 — 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 type="checkbox"/> | MyData |
| <input type="checkbox"/> | Student Grades |
| <input type="checkbox"/> | IEP Goals Data |
| <input type="checkbox"/> | DIBELS Math |
| <input type="checkbox"/> | DIBELS |
| <input type="checkbox"/> | School Accountability Report Card (SARC) |
| <input type="checkbox"/> | CA Dashboard |
| <input checked="" type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/> | Interim Comprehensive Assessment (ICA) |
| <input type="checkbox"/> | Interim Assessment Blocks (IAB) |
| <input 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

Based on Smarter Balanced results of 2016 for 2015-2016 school year, 14% of students met or exceeded on Smarter Balanced Test. Based on Smarter Balanced results of 2017 for 2016-2017, 18% of students met or exceeded on Smarter Balanced test. This is an increase of 4%.

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

Proficiency levels have not been high due to limited follow up monitoring to ensure that professional development focus areas are carried over to the classroom such as: strategies for Problem Based Learning, standards based lessons, and discussion techniques. Further Professional Development is needed concerning differentiated instruction for at-risk students designed to help them meet Common Core Standards. Interventions to address the lowest-achieving subgroups must be consistent and take the form of in-class differentiation, small group instruction, scaffolding, as well as, afterschool intervention groups based on student needs.

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

The school is on track to meeting its measurable objective of 5%. The strategies/actions implemented are intervention programs, monitoring student progress and PD strategies that targeted the needs of students in math.

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.

The percentage of 3rd-5th grade students meeting/exceeding standards on the Smarter Balanced Test for Math will increase by 10%. For the 2017-18 school year, 28% of students will meet/exceed on the Smarter Balanced Test for Math to 38%..

*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
To encourage a culture of learning for diverse learner populations (African-American, Latino, English Learners, migrant students, Socioeconomically Disadvantaged, Student with Disabilities) time will be allotted for teachers, paraprofessionals, and other faculty to meet by grade level in order to: Review student work and assessments to guide future lesson goal and objectives, plan and develop differentiated lessons/units to incorporate the instructional strategies learned during various professional development opportunities, evaluate and debrief regarding lessons to refine next steps and determine student needs, coordinate lesson studies and facilitate debrief sessions with colleagues and staff. (Tuesday Bank Days throughout the school year)	08/14/2018 06/07/2019	Principal will observe grade level meetings and conduct classroom observations for the implementation of instructional strategies learned during PD. Will also analyze student work and debrief with teachers. Teacher evaluations of Math PD trainings will be reviewed to inform and modify future trainings, as needed. Principal will ensure that every teacher implements the strategies learned during professional development through classroom observations and actionable feedback.
Data analysis for diverse learners will consist of: Analyzing data during grade level meetings to identify struggling students not meeting grade level standards in math (receiving a 2 or 1 in math), monitoring student progress, and developing assessments to progress monitor student achievement in math with a common rubric, using diagnostic assessments, progress monitoring, and summative assessment data to work with Intervention Coordinator to plan lessons for small group targeted instruction to address the areas of need during differentiated lessons. (Tuesday Bank Days throughout the school year)	08/14/2018 06/07/2019	Principal will observe grade level meetings and conduct classroom observations for the implementation of instructional strategies learned during PD. Will also analyze student work and debrief with teachers. Teacher evaluations of Math PD trainings will be reviewed to inform and modify future trainings, as needed. Principal will ensure that every teacher implements the strategies learned during professional development through classroom observations and actionable feedback.
Math Professional Development topics will be based on the areas of need as determined by data analysis to maximize student engagement and improve at-risk students' proficiency, embedding California Standards into Mathematics Lessons, implementing Culturally Relevant and Responsive Education, Problem Based Learning (PBL), all Math Practices, Cooperative Learning with Discussion Techniques, Differentiating Common Core Instruction for at-risk students with emphasis on small group instruction, Discussion Techniques- Math Talk Moves. , Intervention Coordinator, and local district experts will collaborate and implement state standards by providing teachers and staff access to professional development during and/or beyond the regular assignment that will focus on the needs of social and economically disadvantaged students, standard English learners (SELs), English Learners (ELs), migrant students and students with disabilities (SWD). Will be held during the school day or beyond the regular basis for grade levels. (Tuesday Bank Days throughout the school year)	08/14/2018 06/07/2019	Principal will observe grade level meetings and conduct classroom observations for the implementation of instructional strategies learned during PD. Will also analyze student work and debrief with teachers. Teacher evaluations of Math PD trainings will be reviewed to inform and modify future trainings, as needed. Principal will ensure that every teacher implements the strategies learned during professional development through classroom observations and 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 : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to provide the most effective classroom instruction for math, teachers and Intervention Coordinator will address the needs of diverse learners (African American, Latino, Standard English Learners, English Learners, Migrant Students, Socioeconomically Disadvantaged, and Students with Disabilities) by : Implementation of cooperative learning strategies to maximize student engagement and problem solving abilities, Use of effective classroom management strategies to maximize instructional math time, Encouraging student self-monitoring of understanding, Identifying targeted students for interventions, Thorough understanding of Common Core Standards and mathematical practices, Progress monitoring for students at risk of not meeting standards. Grade level teams will be provided ample opportunity to work collaboratively to improve academic achievement for all subgroups (ELs, SWD, SED, migrant students, Latino, and African American) during and/or beyond the regular assignment. Focus of these meetings will include: Designing Common Core based units and lessons, Creating quality, rigorous formative and summative assessments, Using formative and summative assessment results to analyze data as well as student work to drive and refine instruction and practice , Develop Tier II and Tier III intervention programs for students in need of additional support.	08/14/2018 06/07/2019	Principal and leadership team will ensure that every teacher implements the strategies learned during professional development through classroom observations. The Principal will provide actionable feedback. Principal will monitor activities of Intervention Coordinator and Categorical Program Advisor will provide actionable feedback. Student progress will be monitored based on teacher assessments and publisher's assessments. Teacher, Categorical Program Advisor , and Intervention Coordinator will track the at-risk students' assessments for intervention needs.
Contracted Bus Services will be utilized to provide students with experiences that build on prior knowledge, background, academic vocabulary, and language that will aid in improving reading comprehension and math skills. The curricular trips will be tied to the unit of study in Math and Science. The budgeted amount will allow for 4 curricular trips (13 buses). <ul style="list-style-type: none"> • California Science Center The Science Center offers informative exhibits in interactive worlds that stimulate curiosity. Through hands-on experiences in galleries, students learn about human inventions and innovations, the life processes of living things and beyond. Some of the exhibitions include, Ecosystems, Creative World, World of Life, Air and Space, and Live Shows and Demonstrations. <ul style="list-style-type: none"> • Cabrillo Marine Aquarium Museum This trip provides students with the opportunity to learn about sea life. There is participation in talks and activities, such as, grunion hatching, students learn about different types of marine animals and our ocean environment. Teachers receive materials about beaches and the impact of storm drain runoff on the ocean. <ul style="list-style-type: none"> • Alondra Park Curricular trip will provide students with the opportunity to study science. Students will be able to explore naturally landscaped habitat and migratory wetland for upland birds. The California native plant garden affords students the opportunity to experience native butterflies and wild birds that migrate from Santa Catalina Island and Palos Verdes Peninsula. <ul style="list-style-type: none"> • Columbia Memorial Space Center Curricular trip will provide students with the opportunity to explore science, technology, engineering, and math. This trip will supplement learning of required science standards for fifth grade students by allowing them to participate in interactive robotic training, physics of flying and observe elements of space exploration and space travel. Exhibits will include: Challenger Learning Center, Robotic Arms, Magic Planet, Rocket Launcher, Astronaut Suit and Solar System.	08/14/2018 06/07/2019	Principal will review field trip destinations to ensure the sites contribute to the educational program for the grade level.
Teachers will create and duplicate instructional materials that are aligned to the unit of study and intervention needs.	08/14/2018 06/07/2019	SAA will monitor the amounts of duplicated materials that staff is doing. Each staff member have codes.

Budget

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	5,000		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
Intervention Coordinator will identify at-risk students based on student data and develop the intervention program for all grades. Saturday School and after school intervention will be provided and or in-class instructional intervention to increase the percentage of students scoring 3 or better in Math on their student report card. Student data will be analyzed to target students for intervention who are at risk of not meeting grade level standards. Teachers will provide at-risk students intensive instruction with local designed intervention on Saturday and after school. These students will be grouped by areas of need and/or at risk indicators. Paraprofessionals will be used to assist with small group differentiation. Clerical staff will assist in providing data, calling parents, conferences, providing interpretation for intervention programs. Supplemental Instructional Materials that include math manipulatives and Hands on Equations will be utilized to support students struggling with math skills. Saturday and afterschool intervention lessons will use these materials to address students' needs and to help close the achievement gap.	10/01/2018 05/31/2019	Student progress will be monitored using pre-tests and post-tests administered by the intervention teacher to ensure academic instruction is effective and to inform further instruction, if needed.
Supplemental Instructional Materials that include math center / activities that focus on concepts such as counting and cardinality, number base tens, Operations and Algebraic thinking, Measurement and data, Fractions, Geometry that will help the students work on mastering math common core standards via small group differentiated instruction. Counting-Spin and Count to 20 and Early Math Instant Learning Center Operations and Algebraic Thinking File Folder Games K-1, 2-3, 4-5 Place Value Folder Games K-1, 2-3, 4-5 Building Fractions Activity Center, Math Activity Stations Measurement and Data Activity Station, Hands On Measurement Centers Build and Learn Geometric Kits, Geometry and Geometric Measurement Activity Station	08/14/2018 06/07/2019 New	Principal will review POs and ensure materials being purchased are aligned to common core mat standards. Will conduct classroom observations for effective use of materials. Will review student data for academic progress
TA Relief Time funds for hours beyond the regular assignment to organize and inventory intervention instructional materials	08/14/2018 06/07/2019 New	Intervention Coordinator will monitor TA during this time make sure materials are organized.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2700	21468 - CLERICAL X-TIME	N/A	N/A	21468	500	0.00	100

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

Academic : Mathematics

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will learn methods and strategies that will reinforce and enhance student learning in the area of mathematics by attending parent workshops conducted by teachers, Instructional Coach, Intervention Coordinator, and Community Representatives. The following topics will be covered: Mathematical Practices and Common Core Standards, understanding Smarter Balanced Testing, discussion techniques for Math/Math Talk Moves, Creating a Math-Friendly Home Environment, using Technology for Math, Math Manipulatives/Games Make and Take Workshops, Understanding Student Data and Types of Assessments, Family Math Night.</p>	<p>08/14/2018 06/07/2019</p>	<p>The school will review parent workshop evaluation forms to assess parent learning. Workshop participation and informal feedback will reflect parent learning, as well.</p> <p>The school will examine the School Report Card data to assess the extent to which parents feel the school provides them with ways to support learning at home. Staff responsible: Instructional Coach, Intervention Coordinator, and Principal</p>

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

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

**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 checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input 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
<input type="checkbox"/>	Other: Other: Reclassification Data (Reclassification Rate monitoring Report)

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

AMAO #2: Reclassification Rate

11% of ELs reclassified in 2016-2017 which is meeting the reclassification rate from 2015-2016 but not meeting the district goal of 22%, although we did not meet the 22% reclassification rate we did go up to 16% in the number of EL students that were reclassified.

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

AMAO #1 Student Growth

The increase in the percentage of students making progress on the CELDT from 2015-16 to 2016-17 may be due to increased targeted support for English Learners and the beginning of ELLP Academies. By June 2018, we hope to see 57% of students show growth if we can compare ELPAC scores with previous CELDT scores.

AMAO #2 Reclassification Rate

The match in reclassification rate shows that all stakeholders are continuing to implement the strategies and knowledge gained in the last 2 years of professional development, coaching, and support. However, it does indicate that next steps are needed to increase the percentage of ELs who reclassify each year. We are currently on track to increase this rate for 2017-18, but not likely to meet the district goal of 22%. Teachers may need more support in Reading Foundational Skills and the ELD standards.

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 organize data conferences with teachers each reporting period to discuss student needs , identify focus students (potential LTELs), select target student for reclassification, monitor teachers progress monitoring fidelity, and plan for classroom differentiation and interventions to support students for the 3 criteria needed for reclassification. The school will support teachers with professional development in Reading Foundational skills and the ELD standards.

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

N/A

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

By June 2019, 95th street Elementary school will increase the percentage of Els scoring benchmark or advanced in Reading Foundational skills as measured by DIBELS MOY composite score by 5% from 25% to 30%.

95th Street ES will increase its reclassification rate by 5%, from 11% to 16%

*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
<p>To improve English Learners' English Language Development and progress towards reclassification, Designated and Integrated ELD professional development will be provided for teachers of English Learners during or outside the instructional day.</p> <p>Teacher leaders in ELD instruction, along with the Title III Coach, will develop grade specific professional development and/or facilitate collaborative planning of ELD instruction for both Designated and Integrated ELD instruction, the High Impact Essential Practices (Fostering Academic Interactions, Fortifying Complex Output, and Using Complex Text), and differentiation to effectively meet student needs.</p>	<p>08/13/2018 06/14/2019</p>	<p>Principal and Assistant Principals will monitor if teachers are implementing the strategies and lessons from professional development through classroom observations. Administrators will provide actionable feedback to teachers.</p> <p>Administrators and Title III Coach will observe learning during professional development and during observations to determine coaching and further professional development needs.</p>

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

Focus Area: Effective Classroom Instruction

Academic : English Learner Programs

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

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

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

Academic : English Learner Programs

Strategies

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

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

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal ***Required** *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
In order to make parents aware of and active participants in the education of English Learners and their path to English Proficiency, the Title III Coach and/or the TSP Advisor will conduct parent engagement activities/workshops on: Master Plan, PLTELEs, reclassification criteria, ELPAC, and ways to support language and literacy development at home.	08/14/2018 06/07/2019	Administrators and Community Representatives will review parent workshop evaluation forms to assess parent learning. Workshop participation and informal feedback will also reflect parent learning. The school will examine the School Experience Survey to data to assess the extent to which parents feel the school provides them with ways to support student 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 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

A review of our school report card reveals the following trends in terms of parents feeling welcome, having opportunities for involvement, and talking with their child's teacher:

The percentage of parents reporting they feel welcome at the school increased from 87% in 2014-2015 to 97% in 2015-2016. This increase could be attributed to continuing mostly Family Friday events, more frequent parent workshops, coffee hour with the Principal and increased parent outreach efforts. In 2014-2015 71% of parents respond to the survey. In 2015-2016 91% of parents responded to the survey. There is increased communication with parents of the importance of the surveys which attributed to their return, as well as, classroom and teacher incentives for 100% participation.

The School report Card also shows that in 2014-2015 81% of parents feel the school encourages them to participate in organized parent groups. In 2015-2016 this percentage increased to 94%.

Parents who feel like partners with the school in decisions made about their child's education increased from 77% in 2014-2015 to 91% in 2015.

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

All of the aforementioned increases percentage could be attributed to increased parent outreach, more frequent parent workshops, volunteer efforts, and more parents completing and returning surveys. In order to continue this award trend the plan is to continue these strategies.

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's measurable objective was to increase the percentage of parents who feel welcome to participate at the school from 87% to 92% by spring of the 2018-2019 school year. 95th Street has met and exceeded that objective. The following strategies /actions contributed to the school's success: more frequent and targeted parent workshops, increased parent outreach and communication, volunteer recruitment efforts, more parents completing and returning surveys, and professional development for staff focusing on parent engagement.

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

Percentage of parents who feel welcome participate at the school will increase from 97% to 100% on the School Report Card by spring of the 2018-2019 school year.

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

Focus Area: 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>Ninety-Fifth Street School will utilize a calendar of parent activities and trainings. The calendar will be posted on the parent news bulletin board near the main office, inside the parent center, school website and sent home. Trainings/workshops will be offered 2-3 times monthly during the school day, afterschool, and in the evenings. These workshops will be ongoing throughout the school year. Instructional materials/resources will be provided to parents to support trainings.</p> <p>Workshops will include grade level presentation by teachers/support staff on grade level standards. The Intervention Coordinator, Community Representatives, Lead Teachers, and Title III Coach to provide and facilitate monthly workshops for parents and families.</p> <ul style="list-style-type: none"> • Common Core State Standards • Understanding Data Regarding Your Child's Academic Progress/Parent Conferences • How to Support Student Learning at School and at Home • Using Technology to Access Academic Resources • Developing a School Parent Partnership using the Title I Parent Involvement Policy and School Parent Compact • School Report Card <ul style="list-style-type: none"> - A-G Requirements for Graduation - California Dashboard - Engaging Your Child in Constructive Conversations - Family Literacy Night - Discussion Techniques for Math - Family Math Night - Understanding DIBELS - Master Plan Options Meeting - Reclassification Criteria and Meeting Students Needs 	<p>08/14/2018 06/07/2019</p>	<p>Administrators and Community Representatives will review parent workshop evaluation forms to assess parent learning and to become informed if parents have needs that should be addressed in upcoming workshops.</p> <p>Observation of parent involvement/participation during workshops will reflect learning, as well.</p> <p>The attendance rosters will show the participation rate of parents.</p>
<p>Staff and Parents will also attend conferences that will support our key strategies in literacy, math and social adjustment in order to address the needs of our subgroups (ELs, SWD, SED, Latino, migrant students, and African Americans.) Teachers and Parents will attend:</p> <ul style="list-style-type: none"> • COBA 	<p>08/14/2018 06/07/2019</p>	<p>Principal, Admin Team, and Community Representatives will conduct surveys among parents to gather information about the effectiveness of strategies learned during conferences.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	1,000		100
CE-ESSA T1 Schools(7S046)	2100	50080 - STAFF CONF ATTEND	N/A	N/A	50080	1,000	0.00	100
CE-ESSA T1 Sch- Parent Invlmnt(7E046)	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	9,133	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	21720 - COMMUNITY REP.	N/A	N/A	21720	3,499	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>95th Street School will offer increased clear and accurate, updated communication regarding school policy and procedures between school and home. (M-F ongoing throughout the school year)</p> <p>The school will utilize flyers, personal phone calls, and Blackboard Connect to ensure that parents are aware of all school supported activities. To ensure complete communication, all communication will be delivered in English and Spanish.</p> <p>Clerk will make phone calls to personally invite parents to trainings and help with creating and duplicating calendars/flyers and other parent communication</p> <p>Administrator and/or EL Designee will provide:</p> <ul style="list-style-type: none"> • Parent trainings/workshops and coordinate parent engagement activities • Monthly reports to the School Site Council (SSC) and English Learners Advisory Committee (ELAC) <p>Community Representatives will:</p> <ul style="list-style-type: none"> • Assist with making parents aware of trainings/workshops • Support with parent volunteer activities • Assist with the organizing of the SSC and advisory committees • Provide a welcoming environment in the parent center • Offer resources, advice, and/or interpretation in the parent center • Serve as a community resource advisor to the principal, teachers, and parents regarding school- related concerns • Conduct/support monthly parent meetings/trainings/workshops <p>Teachers/Support Staff will:</p> <ul style="list-style-type: none"> • Plan and facilitate workshops based on grade level Common Core State Standards (CCSS) <p>Educational materials for parents, including leveled readers and pamphlets about the Common Core State Standards (CCSS), and supporting students at home will be purchased for the Parent Center.</p> <p>Custodian services required as a direct result of parental activities at the school.</p> <p>Paraprofessional/TAs will assist with parent trainings and provide interpretation.</p>	<p>08/14/2018 06/07/2019</p>	<p>The school will conduct surveys with parents and staff to determine if needs are being met. Observation of parent involvement/participa-tion.</p> <p>Staff responsible: Principal and Categorical Program Advisor</p>
<p>In order to provide clear communication to parents, school will need to maintain duplo machines to function.</p>	<p>08/14/2018 06/07/2019</p>	<p>The SAA will monitor the use of duplo machines. Will make trouble shooting calls to ensure machine is running correctly.</p>

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

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

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

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input 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

Students attending 96% of the time or higher did not increase, instead was at 57% at the end of 2016-2017. The goal had been to increase to 64% and that is currently on track during the 2017-2018 school year and continue to work toward that. We are currently not meeting the new goal by the district to decrease chronic attendance from 22% to 9% though we have decreased to 15.7%.

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

Transiency (22%) and homelessness (13%) continue to have significant impact on the attendance rate as do mental health concerns. TK, Kinder, and 1st grade continue to make up a significant amount of the students (49%) with "chronic absences" or 91% or less attendance rate.

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 wide attendance program begun in 2016-2017 with a visual in each classroom continues as does the Monthly Newsletter with individual student attendance and parent workshops on attendance. We continue to use these as parents have reported more awareness of their student's individual attendance and upcoming attendance events as have students. In addition, Kinder, 1st and 5th grade have been targeted due to their continued high level of chronic absentee students. These grades receive weekly visits and incentives as well as monthly rewards in addition to the other school wide universal attendance rewards. Kinder Orientation for 2018-2019 will include a video of 2017-2018 Kinder students explaining why attendance matters.

Monthly activities for students who have 96% attendance or higher were implemented during the 2017-2018 school year and will continue to reward and motivate students to aim for 96% or higher and appears to positively impact our basic band of students and move them into the 96% group.

Restorative Justice continues to be utilized by classroom teachers and school wide to increase self-discipline and positive behavior. Students are recognized for their positive behaviors at assemblies, on bulletin boards throughout the school and with weekly character certificates in the classroom.

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.

Increase the percentage of students attending 96% of the time, by 3%, from 64% to 67% by June of 2019, as measured by school attendance reports via MISIS and Ad Hoc, Get Data and the School Report Card.

*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

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
In order to maximize the implementation of the schoolwide attendance plan 95th St. Elementary School will utilize the services of the Pupil Services and Attendance Counselor, School Psychologist and School Nurse. <ul style="list-style-type: none"> • The Pupil Services and Attendance Counselor will provide the following supplemental services: <ul style="list-style-type: none"> o Conduct parent workshops on the importance of regular attendance, Kinder attendance, and community resources o Conduct professional development on school connectedness, positive reinforcement, and vicarious trauma o Conduct home visits during or beyond the school day o Participate in SST/COST teams to provide interventions for students with chronic absences/mental health concerns- including meeting with parents/families o Coordinate incentive programs to increase school connectedness including special activities for students with perfect attendance and/or improved attendance o Provide individual or group counseling during or beyond the school day o Refer families to community resources o Assist in the design, development, evaluation and maintenance of intervention programs • School Nurse will provide the following supplemental services to address health factors that lead to poor achievement and chronic absenteeism: <ul style="list-style-type: none"> o Health Related counseling and education o Conduct parent workshops on hygiene, diet and exercise, and asthma o Conduct professional development on asthma, lice, pink eye, and obesity o Participate in SST/COST teams to provide interventions for students with chronic health concerns - including meeting with parents/families o Assist in the design, development, evaluation and maintenance of intervention programs 	08/14/2018 06/07/2019	Principal will monitor the activities of the PSA Counselor and success of the schoolwide attendance plan through monthly data reports, students and staff feedback, and attendance data.
In order to maximize the implementation of the schoolwide attendance plan 95th St. Elementary School will utilize the services of the Pupil Services and Attendance Counselor, School Psychologist and School Nurse. <ul style="list-style-type: none"> • The Pupil Services and Attendance Counselor will provide the following supplemental services: <ul style="list-style-type: none"> o Conduct parent workshops on the importance of regular attendance, Kinder attendance, and community resources o Conduct professional development on school connectedness, positive reinforcement, and vicarious trauma o Conduct home visits during or beyond the school day o Participate in SST/COST teams to provide interventions for students with chronic absences/mental health concerns- including meeting with parents/families o Coordinate incentive programs to increase school connectedness including special activities for students with perfect attendance and/or improved attendance o Provide individual or group counseling during or beyond the school day o Refer families to community resources o Assist in the design, development, evaluation and maintenance of intervention programs • School Nurse will provide the following supplemental services to address health factors that lead to poor achievement and chronic absenteeism: <ul style="list-style-type: none"> o Health Related counseling and education o Conduct parent workshops on hygiene, diet and exercise, and asthma o Conduct professional development on asthma, lice, pink eye, and obesity o Participate in SST/COST teams to provide interventions for students with chronic health concerns - including meeting with parents/families o Assist in the design, development, evaluation and maintenance of intervention programs 	08/14/2018 06/07/2019	Principal will monitor the activities of the School Nurse and trainings offered to staff, students, and parents.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> • School Psychologist will provide the following supplemental services <ul style="list-style-type: none"> o Conduct parent workshops on learning disorders and behavior management o Provide individual or group counseling during or beyond the school day o Provide Professional development for staff on classroom management and intervention strategies o Assist in the design, development, evaluation and maintenance of intervention programs 	08/14/2018 06/07/2019	Principal will monitor the activities of the School Psychologist and receive periodic updates, requests for intervention services and students referred.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	120,993	0.00	100
CE-ESSA T1 Schools(7S046)	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days)	N/A	N/A	13222	66,372	0.00	100
CE-ESSA T1 Schools(7S046)	1000	12106 - ITIN NURSE (6 Hrs / 4 Days)	N/A	N/A	12106	92,620	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Pupil Services and Attendance Counselor, in partnership with the School Nurse, School Psychologist, Restorative Justice Teacher and the Parent Center will continue to conduct workshops to promote positive attendance, diet and exercise, mental health support, and behavioral health.	08/14/2018 06/07/2019	The school will review parent workshop evaluation forms to assess parent learning. Workshop participation and informal feedback will reflect parent learning as well. The leadership team will examine the School Experience Survey data to assess the extent to which parents feel the school provides them with ways to support student learning, as well as, promote healthy social and emotional interactions at school and home.

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

The school makes students aware of opportunities for postsecondary education by promoting a college-going and career-ready culture within the school. Adults at the school talk to students about different college and career choices for the future. Students are presented with the expectation by all staff that they are to continue with postsecondary education. The school environment is representative of that expectation, as well, with a myriad of college banners displayed in the hallways, auditorium, and parent center. The school also sponsors an Annual Career Day, in which visitors from various professions are invited to campus to visit classrooms and share their career/educational paths with students.

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

The School-Wide Positive Behavior Support Plan will include:

- 3 school-wide rules (Be Safe, Be Respectful, and Be Responsible)
- Banners posted throughout the school to reinforce the rules
- Positive Behavior Assemblies
- Anti-Bullying Assemblies and Workshops
- Training for teachers and staff on how to teach students problem solving/conflict resolution strategies and peer mediation
- 7 Habits of Happy Kids with the focus on one habit per month
- Provide training for teachers, supervision staff, and students on the procedures and protocols for dealing with conflict or emergencies on the playground

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.

95th Street School is a Schoolwide Title I Program established collaboratively with the input of all stakeholders, which includes, teachers, administrators, other staff, as well as, parents. The School Site Council membership consists of these aforementioned stakeholders who approved of the school opting to become schoolwide to expand flexibility and support. The plan is monitored through the School Site Council who is responsible for assuring the school meets all Title I requirements, including parental engagement. The School Site Council also reviews and revises the SPSA, reviews student performance data and makes decisions about the school's categorical expenditures and programs. The school holds an Annual Title I Meeting to inform parents and community members of this Schoolwide reform effort.

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

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

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

N/A

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

The Local District will continue to provide support in Ninety-Fifth's implementation of the Early Language and Literacy Plan in order to address student needs in the area of Early Literacy in grades Kindergarten to Second Grade. Local District West math coordinator will work with the Principal to introduce Cognitive Guided Instruction to improve students' ability to problem and persevere through challenging math problems. The Instructional Director will assist the Principal in ensuring his support staff is providing the appropriate level of support in the implementation of District's initiative.

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
95TH ST EL (1552101)	W	NAVA, MANUEL

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
985	93.00	41.00	4.00	10183 \$ 290,784 10397 \$ 0 10400 \$ 202,144 10405 \$ 10,583 Total \$ 503,511

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 FY18-19 LCAP Targets
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 	104,873	Low-income EL RFEP Foster Youth	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 87% • Cohort Dropout Rate, High School: 10% • Cohort Dropout Rate, Middle School: .05% • Percentage of Graduating Cohort Completing the A-G with a “C” or better: 46% • Percentage of graduation cohort

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

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

<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 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 FY18-19 LCAP Targets</p>
<p>TSP Program Advisor w/ differential- Will support the English Learners programs and Title 1 programs. Will provide PD and support the instructional and intervention programs.</p> <p>General Supplies- Will purchase paper, ink cartridges, pencils, crayons, construction paper and other supplies that will support the instructional and intervention programs.</p> <p>IMA- Will purchase reading materials, DVDs , realia, manipulatives and online programs that wll support instruction and intervention.</p> <p>Other Non- Instructional Contracts (Toshiba)- To pay for the cost of duplicating instruction and intervention supplemental materials, PD materials and parent communications.</p> <p>Library Aide- Will support teachers and students in the library with providing materials for research projects and teaching library skills.</p>	<p>75,735</p>	<p>Low-income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Average Distance from “3” on the Smarter Balanced Assessment for ELA • Average Distance from “3” on the Smarter Balanced Assessment for Math • Percentage of Students Meeting Early literacy Benchmarks (End of Year DIBELS assessment): 76% • Percentage of ELs Who Reclassify as Fluent English Proficient (RFEP): 22% • Percentage of ELs that did not reclassify within 5 years: 15% • Percentage of Students with Disabilities Participating in General Education 80% or more of their instructional time: 71%
<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% (172-180 days) attendance rate - Percent of students missing 18 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 FY18-19 LCAP Targets</p>
<p>Assistant Principal- Will support the school wide attendance plan and monitor low-income, English learners, RFEPs and foster youth.</p>	<p>104,873</p>	<p>Low-income EL RFEP Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students attending school 96% or more (172-180 school days): 63% • Percentage of Students with Chronic Absence (Missing 18 days or 90% or

lower): 11%
 • Percentage of All Staff attending 96% or Above: 80%

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, and foster youth:</i> - Percentage of parent participation on School Experience Survey - Responses from parents and students participating in the survey	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY18-19 LCAP Targets
Advisory Committee Expenses- To provide refreshments during SSC and ELAC meetings.	500	Low-income EL RFEP Foster Youth	<ul style="list-style-type: none"> • Percentage of Students Who feel a Part of Their School (Question on School Experience Survey): 89% • Parent/Caregiver Participation on School Experience Survey: 64% • Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually: 98% • Percentage of Parents Who State "My school provides resources to help me support my child's education.": 95%

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, and foster youth:</i> - Suspension rate - Expulsion rate - Teachers appropriately credentialed for the students they are assigned to teach - Extent to which the school is implementing the Discipline Foundation Policy	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY18-19 LCAP Targets
School Supervision Aide- Will support the school wide behavior support plan. Will supervise children on the playground and common areas during recess and lunch.	74,176	Low-income EL RFEP Foster Youth	<ul style="list-style-type: none"> • Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach: 100% • Percentage of Early Education Center and Pre-K through 12 Classroom Teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year: 25% • Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: 100% • Percentage of Facilities that are in

Good Repair: 100%

- Percentage of children whose eligibility for special education services were determined within 60 days of guidelines: 88%
- Students with disabilities receive services specified in their Individualized Education Program (IEPs): 90%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 2,500	0.00 0	0.00 0	0.00 0	0.00 2,500
10701 10701 - TCHR AST RELIEF	<input type="checkbox"/>	110005	0.00 1,595	0.00 0	0.00 0	0.00 0	0.00 1,595
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	3.00 55,344	0.00 0	0.00 0	0.00 0	3.00 55,344
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	190004	0.00 770	0.00 0	0.00 0	0.00 0	0.00 770
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 57,888	0.00 0	0.00 0	0.00 0	1.00 57,888
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00 1,540	0.00 0	0.00 0	0.00 0	0.00 1,540
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00 120,993	0.00 0	0.00 0	0.00 0	0.00 120,993
12106 12106 - ITIN NURSE (6 Hrs / 4 Days)	<input type="checkbox"/>	120041	0.00 92,620	0.00 0	0.00 0	0.00 0	0.00 92,620
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days)	<input type="checkbox"/>	120021	0.00 66,372	0.00 0	0.00 0	0.00 0	0.00 66,372
14496 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 115,775	0.00 0	0.00 0	0.00 0	1.00 115,775
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	110004	0.00 500	0.00 0	0.00 0	0.00 0	0.00 500
21468 21468 - CLERICAL X-TIME	<input checked="" type="checkbox"/>	240004	0.00 500	0.00 0	0.00 0	0.00 0	0.00 500
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 3,499	0.00 0	0.00 9,133	0.00 0	0.00 12,632

30210	<input type="checkbox"/>	340101	0.00	15,300	0.00	0	0.00	0	0.00	0	0.00	15,300
30210 - TA HEALTH&MEDBENEFIT												
40269	<input type="checkbox"/>	430010	0.00	2,000	0.00	0	0.00	0	0.00	0	0.00	2,000
40269 - SUPPLMTL INSTRL MAT												
50003	<input checked="" type="checkbox"/>	580002	0.00	5,000	0.00	0	0.00	0	0.00	0	0.00	5,000
50003 - OTH NON INSTRL CONT												
50073	<input type="checkbox"/>	520002	0.00	1,000	0.00	0	0.00	0	0.00	0	0.00	1,000
50073 - PARENT CONF ATTND												
50080	<input type="checkbox"/>	520002	0.00	1,000	0.00	0	0.00	0	0.00	0	0.00	1,000
50080 - STAFF CONF ATTEND												
50147	<input checked="" type="checkbox"/>	560006	0.00	1,300	0.00	0	0.00	0	0.00	0	0.00	1,300
50147 - MAINTENANCE OF EQUIP												
50174	<input type="checkbox"/>	580012	0.00	10,040	0.00	0	0.00	0	0.00	0	0.00	10,040
50174 - CURRICULAR TRIPS												
40239	<input type="checkbox"/>		0.00	23,148	0.00	0	0.00	381	0.00	0	0.00	23,529
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	1	0.00	0	0.00	1	0.00	0	0.00	2
PENDING DISTRIBUTION												
Total			5.00	578,685	0.00	0	0.00	9,515	0.00	0	5.00	588,200

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**