

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

MOUNT GLEASON MS (1824001)



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SCHOOL IDENTIFICATION

School Name: MOUNT GLEASON MS (1824001)

Local District: NE

CDS Code	County		District					School						
		1	9	6	4	7	3	3	6	0	5	8	1	6

For additional information on our school programs contact the following:

Principal: ACOSTA, DEBORAH L

E-mail address: dacosta@lausd.net

SPSA Designee: GOSHORN, DELMA

Position: ADVSR, CTEGORCL PGM

E-mail address: drg1596@lausd.net

School Address: 10965 MT GLEASON AVE, SUNLAND, CA 91040

School Telephone Number: 8189512580

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

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

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

KIMBERLY NOBLE



06/20/2017

Typed name of Local District Director

E-Signature of Local District Director

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

Local District Director	KIMBERLY NOBLE <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>06/20/2017</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	SANDRA ESCARTIN <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>06/20/2017</u> <i>Signed Date</i>
Local District PACE Administrator	ANTONIO REVELES <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>06/14/2017</u> <i>Signed Date</i>
Local District Title I Coordinator	ANTHONY KARCH <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Meets Federal Requirements	<u>06/21/2017</u> <i>Signed Date</i>
Federal and State Education Programs	ANTHONY KARCH <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>06/21/2017</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/14/2017	Jorge Martinez	<i>Please sign here</i>

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

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

03/16/2017

School plan approval appears in SSC Minutes.

Date

Attested:

Joseph Verdad

Typed name of SSC chairperson



E-Signature of
SSC chairperson

03/21/2017

Date

Please sign here

Typed name of school principal



E-Signature of
School principal

04/04/2017

Date

Please sign here

Please print this page and sign.

2017-2018 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u> 363,022</u>
<input type="checkbox"/> Title I: Targeted Assistance Program (70S46) Purpose: To help educationally disadvantaged students achieve grade-level proficiency.	Amount: \$ <u> 0</u>
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$ <u> 6,380</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 71,514</u>
Total amount of categorical funds allocated to this school: \$ <u> 440,916</u>	

District Mission Statement

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

Local Educational Agency (LEA) Plan Goals

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

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

- Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects
- Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

- Increasing English Language Development through implementation of the California English Language Development Standards
- Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:
 - Structured English Immersion
 - Mainstream English Instructional Program
 - Dual Language Two-Way Immersion
 - Transitional Bilingual Education Program
 - Maintenance Bilingual Education Program
 - Accelerated Learning Program for Long Term English Learner Program
 - Secondary English Learner Newcomer Program

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

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

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

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

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

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

2016-17 District Professional Development Priorities:

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

District Core Program for All Students:

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

Curriculum focus-2016/2017

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

Instructional focus-2016/2017

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

Assessment focus-2016/2017

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

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

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

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

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

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

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

Mount Gleason Middle School is an educational community where the focus will be to guide young adolescents towards academic success, working cooperatively, and creative problem-solving in order to become responsible citizens and lifelong 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?)

Mount Gleason Middle School is committed to providing each student a challenging standards-based program in a safe learning environment in which students’ academic, personal and social needs are met, giving each student the skills necessary to successfully transition from elementary to high school

School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>Mount Gleason is located in Sunland/Tujunga area of the San Fernando Valley. This community is made up of 65% white of which 25% reported as Armenian Speaking. The rest of the community is comprised of multiple ethnic groups with Latinos making the biggest portion at 20%. It is predominantly working class community with 40% of its residents less than a high school diploma. Furthermore, 71% of households report two incomes.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Grades 6 through 8</p>
<p>3. Indicate student enrollment figures:</p>
<p>Total enrollment 834: (166 enrolled in the Magnet Gifted program) Grade 6: 251 Grade 7: 266 Grade 8: 317</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>74% of students identified as low-income based on the Title I ranking.</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>
<p>The school's ethnic make up is as follows: 54.1% Hispanic, 36.1% White, 6.5% Asian, Filipino, Pacific Islander, 3% Black, and .4% American Indian/Alaska Native. Language Classification: 48.3% English Only, 10.9% Initially Fluent English Proficient, 11.6% Limited English Proficient, 29.1% Reclassified Fluent English Proficient.</p>
<p>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:</p>

The school will share individual student academic assessment results through the mail using standard District and School letters in the parents' home language, detailing the purpose of the assessments and explanation of results. In addition, parents will be provided with the name and telephone numbers of school personnel with whom they can meet to discuss assessments in a language they can understand. For school wide workshops and orientations regarding assessments, translation of documents and presentations are made available. Also, the Parent Center provides translation support in Spanish and Armenian for visiting parents and during conferences.

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

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

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

Other important characteristics of the school:

A total of 166 students are enrolled in the Gifted Magnet program. The STEAM Academy is converting into a STEAM Magnet for the 2018-19 school year.
 A total of 154 students receive services through various Special Education programs.

IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

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

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

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

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

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

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	The School Site Council sought and considered all recommendations from all stakeholders before adopting this plan. This group reviews school data and makes plans for involving stakeholders. It reviewed the plan's goals and, based on the needs of the students, it allocated the funds to provide services to the students.	03/16/2017, 01/19/2017
<input checked="" type="checkbox"/> English Learner Advisory Committee	School plan was developed with the review and advice of the members of the ELAC committee. This group looked at the school data from SBAC, CELDT, and School Report Card. Its members looked at the measurable objectives and compared them to the data to verify if the school's goals were met. The group made recommendations to address the barriers facing student achievement and produced a list of strategies, actions or interventions to be included in our Single Plan.	03/14/2017, 02/07/2017, 01/24/2017
<input checked="" type="checkbox"/> Professional Learning Community (PLC)	Teachers, parents, and classified staff were invited to participate in the evaluation process. Each PLC was assigned one of the goals to review the data and evaluate the strategies. Each group then came up with some strategies to overcome the barriers facing student achievement. The group produced a list of strategies, actions or interventions to be included in our Single Plan.	02/21/2017

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

ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:

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

Based on the 2015-16 student grades, 86% of students earned a grade of C or higher in English Language Arts.
 Based on the 2015-16 student grades, 76% of students earned a grade of C or higher in Math.

Based on SBAC 2015-16 data, 47% of students scored at meets or exceed standards in English Language Arts. (50% of RFEPS and none of the English Learners)
 Based on SBAC 2015-16 data, 25% of students scored at meets or exceed standards in Math. (41% of RFEPS and 2% English Learners)

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

SBAC date and course grade do not correlate

District pass rate of D or better is not an accurate indicator of students' proficiency in meeting the ELA and Math standards
 Students have varied language level that interfere with reading and analyzing information from multiple forms of text
 Students lack accessibility to academic technology and support at home
 Students lack prior knowledge

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

NA

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

N/A

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

Read 180 support class for students not meeting Proficiency level in reading
 Advanced ELD course for all English Learners that have not reclassified as English proficient
 Intervention programs after school and during lunch for students not meeting standards in Math

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

By June 2018, the number of students receiving a grade of C or higher in Math and English Language Arts will increase by 3% from the the 2016-17 school year.

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

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
MS College and Career Coach: To ensure our at-risk students in middle school are prepared for A-G courses and will be successful in graduating college and career ready from high school, the District has provided funding to Title I middle schools to purchase a Middle School College and Career Coach. The Coach will collaborate and partner with the local district and school site instructional staff, school personnel, parents, and the community to ensure data-driven, results-based support services and programs are provided for all at-risk students. He/She will primarily be responsible for identifying achievement gaps, utilizing multiple data points for early alert data to inform intervention and support, assisting the roll-out of ELA/ELD, integrating instructional technology and providing a bridge of support as at-risk students transition into high school.	08/14/2017 06/08/2018	Principal will meet and observe, review student data to determine that the goals are met.

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

Focus Area: Effective Classroom Instruction

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will analyze data and plan lessons which help students become more aware of A-G requirements and ensure the following: <ul style="list-style-type: none"> • Each students will be able to successfully complete the School Experience Survey stating that they are aware the A-G requirements • Each 7th grade student will have a research project and present on Career requirements. • Each 8th grade student will compile a personal portfolio of college and career aspirations. 	08/15/2017 06/07/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

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

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

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
College and Career Coach with differential will: <ul style="list-style-type: none"> • Monitor the progress of at risk students. • Provide ongoing academic support to students(tutoring, mentoring) • Provide ongoing activities that support students understanding and engagement. 	08/14/2017 06/08/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.
Intervention Support Coordinator X Time after the regular school day, on Saturdays and before or after each semester, will: <ul style="list-style-type: none"> . Analyze data, review student work . Plan, organize, and coordinate locally designed intervention . Provide/conduct Professional . Development for all stakeholders . Conduct program/student evaluation activities . Discuss best practices, identify student needs and plan differentiated instruction 	08/14/2017 06/08/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.
Tutor Teacher X Time to provide before and after school tutoring to at risk students or students not making academic progress on District and State standardized tests or meeting grade level standards.	08/14/2017 06/08/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	11759 - INTVN/PREV SUPC DIFF	11759	758		100
CE-NCLB T1 Schools (7S046)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	5,095	0.00	100
CE-NCLB T1 Schools (7S046)	11772 - INTRVN SUP CORD X TM	11772	2,337	0.00	100
CE-NCLB T1 Schools (7S046)	14496 - INTRVN/PREV SUP COOR (3 Hrs / 5 Days)	14496	68,638	1.00	100
CE-NCLB T1 Schools (7S046)	30165 - HEALTH WELFARE CERT	30165	-6,935	0.00	100
CE-NCLB T1 Schools (7S046)	30166 - RETIREE BNFTS CERT	30166	-2,540	0.00	100
CE-NCLB T1 Schools (7S046)	30170 - OPEB CERT	30170	-1,010	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : 100% Graduation*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Community Representative will be trained to work closely with the attendance office to maintain contact with parents of students who have chronic absences and provide workshops to inform parents of the importance of regular school attendance and the correlation between attendance and meeting academic standards leading to graduation and college and career success.</p> <p>One Coffee with The Principal will be devoted to helping parents understand the A-G Graduation Requirements.</p>	<p>08/14/2017 06/08/2018</p>	<p>Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.</p>

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

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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

SBAC: 47% of all students achieved a rate of Meet/Exceeds standards in 2016. (6th grade at 46%, 7th grade at 45%, 8th grade at 48%)
 Class Report Card Grades: 86% of all students received a grade of C or higher in 2016. (6th grade 78%, 7th grade 86%, 8th grade 93%)

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

SBAC data and course grades do not correlate.
 Issues Affecting Student Proficiency:
 --District pass rate of D or better is not an accurate indicator of students' proficiency in meeting the ELA standards
 --Students have varied language level that interfere with reading and analyzing informational from multiple forms of texts
 --Students lack accessibility to academic technology and support at home
 (This should drive the plan) PD, intervention, etc.

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

N/A

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

Read 180 support class for all students who are not meeting Proficiency level in Reading Inventory standards
 Advanced ELD for EL students that have not reclassified
 Supplemental reading and language development materials used in all ELA classes.
 Monitor students' language ability and progress to develop pacing plan

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

N/A

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

By June 2018, the rate of students at Meets/Exceeds on SBAC will increase by 3% from the 2016-17 school year.

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

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

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Staff Training Rate: Provide release time outside of the regular assignment for teachers to observe best practices within PLCs and other sites.	08/14/2017 06/08/2017	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually
Staff conference: Teachers will attend conferences on the following: <ul style="list-style-type: none"> • Train teachers on effective practices to support implementation of CCSS standards • Increase knowledge of, and strengthen instructional strategies to include, but limited to: ELA strategies, SDAIE strategies, RTI2 and Differentiated Instruction Conferences may include, but not limited to: California League of Schools, Association of Middle Level Educators, California Mathematics Association, ASCD.	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	11316 - STAFF TRNG R 1 CERT	11316	5,096		100
CE-NCLB T1 Schools (7S046)	50080 - STAFF CONF ATTEND	50080	1,536	0.00	100

Focus Area: Effective Classroom Instruction

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will analyze data and plan lessons which help students become more aware of students academic needs. Teachers of English Language Arts will meet as a PLC to plan lessons utilizing cooperative learning strategies such as Kagen, IFL and others as such that address the barriers affecting student achievement	08/14/2017 06/08/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.
Teacher Assistants–Degree: Bilingual teacher assistant working under the direct supervision of a highly qualified classroom teacher to provide primary language support and access to core curriculum to EL students.	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Microcomputer support: To maintain technological equipment for daily student instructional use. Provides support to all students by installing personal computer systems for student use and categorical program personnel to troubleshoot hardware and software malfunctions. To provide differentiation, increase student engagement, provide varied methods of standards based assessments. To provide student with access to research based ELA projects to adapt to new academic expectations based on Common Core standards.	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13640 - CSR TCHR MS G6 1TK (6 Hrs / 5 Days)	13640	112,271	1.00	100
CE-NCLB T1 Schools (7S046)	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	10562	1,463		100
CE-NCLB T1 Schools (7S046)	25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)	25690	70,734	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	5,100	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will provide before and after school-tutoring to assist at-risk students achieve proficiency in English Language Arts based on current data	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

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

Academic : English Language Arts

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Community Representative will provide workshops to parents such as Helping Your Child Learning at Home and Computer Literacy	08/14/2017 06/08/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

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

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

ACADEMIC GOAL — MATHEMATICS

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

SBAC: 35% of all students achieved a rate of Meet/Exceeds standards in 2016. (6th grade at 39%, 7th grade at 37%, 8th grade at 30%)

Class Report Card Grades: 76% of all students received a grade of C or higher in 2016. (6th grade 71%, 7th grade 89%, 8th grade 76%)

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

SBAC data and grades are mismatched:
 Students experience difficulties in understanding language driven Math questions.
 English Learners unable to explain in writing the process in solving equations.
 Standards taught in class do not correlate with standards tested in the SBAC.

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

N/A

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

N/A

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

Teachers will continue to meet to evaluate department pacing plan to ensure that lessons and evaluations follow the Math Common Core standards.
 All classes will continue to use the approved Common Core texts and supplemental materials.
 After school tutoring two days per week by Math teachers to address the needs of students not meeting standards.
 "Catch-Up Cafe" during lunch under the supervision of Math teacher with the support of a Paraprofessional to address students' needs on a daily basis.

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

By June 2018, the rate of students that Meets/Exceeds standards on the SBAC will increase by 5% from the 2017-17 school year.

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

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

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will attend conferences outside of the regular school assignment on the following: - strategies to better implement the Common Core State Math Standards. Included among those strategies would be Math word wall, -The Three Phase problem Solving and Purposeful Grouping -Conferences may include but not limited to California League of Schools, Association of Middle School level Educators, California Mathematics Association, ASCD	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met
Staff Training Rate: Provide release time outside of the regular assignment for teachers to observe best practices within PLCs and other sites.	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

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

Focus Area: Effective Classroom Instruction

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Other non-instructional contracts, Toshiba, will be used to copy teacher created materials and student work samples to supplement instruction. The following machines will be used; • Toshiba Studio 456 in the Attendance Office Wkrm. • Toshiba Studio 456 in the Counseling Office Wkrm. • Toshiba Studio 656 in the Teachers Workroom • Toshiba Studio 3540c in the Main Office Wkrm.	08/14/2017 06/08/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50003 - OTH NON INSTRL CONT	50003	5,000		100

Academic : Mathematics

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Intervention coordinator will support at risk students by: <ul style="list-style-type: none"> • Targeting push-in/pull-out student tutoring during math instructional time for students idthat that are not scoring at Meet or Exceeds standards in SBAC in Math. • Providing Math Camp to at risk students identified with gaps on District Assessments and/or performance assessment. Offer Catch-up Cafe for students in need of assistance in completing assignments. • Coordinating before and after school tutoring program for students identified as not meeting grade-level standards 	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

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

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

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent Education in the area of "How to help your child in math problem solving" will be provided at a series of seminars during the fall and Spring semesters. All Parents are invited to attend. School website will be used to share information for parents who are not able to attend meetings or trainings.	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

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

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

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

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

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

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

CELDT: 43% of EL students scored Early Advanced or Advanced in 2016-17 CELDT, a 14% increase from 2015-16
 SARC: 76% of EL students passed ELA courses with a grade of C or higher in 2015-16, a 24% increase from 2014-15
 Based on Smarter Balanced Assessments, 2% of EL students rated Meet or Exceed standards in Math, None in ELA
 SRI: 28% of EL students scored Basic or Proficient in 2015-16, a 17% increase from 2014-16

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

High number of EL students are identified as students with disability.
 Smarter Balanced Assessments is testing format students may not have learned in ELD or ELA.
 Smarter Balanced Assessments is testing on material students may not have learned in Math
 Students are overwhelmed when they encounter word problems in Math and do not know how to explain their thinking process
 Students do not know how to explain their thinking

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

A new assessment (ELPAC) will be used by the District in the 2017-18 school year to measure progress towards reclassification for English Learners.

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

The school is on track in meeting its 22% reclassification rate by June 2017. It has reclassified 18 students to date out of 24 needed to meet the District's goal of 22%.

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

The school is monitoring the progress of its current EL students that meet 2 of 3 reclassification criteria for the 2016-17 school year.

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

By June 2018, 25% of the school's English Learners will Reclassify as Fluent English Proficient.

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

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

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
EL Instructional Coach will: <ul style="list-style-type: none"> • Provide targeted, data-driven professional development based on ELD students linguistic and academic needs • Provide essential workshops on reclassification for parents and ELD students. • Provide ongoing professional development to teachers of ELD students and teachers of Special Ed students that are enrolled in the ELD to develop common curriculum that aligns with the ELD program requirements for reclassification • Provide professional development targeted to providing access to the ELD curriculum for ELs through, but not limited to the following: Thinking Maps, Instructional Conversations, and Cooperative Learning. • Utilize teacher created lessons and materials to support CELDT practice for ELD students. • Research and purchase supplementary materials to serve the needs of ELD students. • Attend district conferences to increase knowledge of, and strengthen ELD instructional strategies. • Development training for ELD staff on access to core content for EL's • Coordinate lesson studies and facilitate debrief sessions with staff, in collaboration with CPA • Conduct daily classroom observations, focused on access to core for ELs • Work with teachers to manage, interpret, and use EL Data and systematically examine student work that leads to planning of appropriate instruction, intervention and accommodation strategies for EL students 	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy (7T197)	10246 - DIFF INSTL COACH SEC	10246	910		100
T3A-LEP-Limited Eng Profcncy (7T197)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	3,169	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	13295 - EL/SEL INST COAC SEC (3 Hrs / 5 Days)	13295	68,638	1.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	30165 - HEALTH WELFARE CERT	30165	-6,935	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	30166 - RETIREE BNFTS CERT	30166	-2,540	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	30170 - OPEB CERT	30170	-1,010	0.00	100

Focus Area: Effective Classroom Instruction

Academic : English Learner Programs

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will: <ul style="list-style-type: none"> • Attend Kagan PD and workshops during the school day to increase engagement and academic achievement of all English Learner students and those who are not progressing towards reclassification or making sufficient academic progress on standardized tests in English and/or Math. • Attend training on site and off site during the school day to observe instructional strategies and intervention programs that focuses on best practices for increasing proficiency of English Learner Students (ELD levels 1-4, LTEL, and RFEP) • Teachers will: <ul style="list-style-type: none"> • Implement of the critical elements of SDAIE (Content, Connections, Comprehensibility, and Interactions) to enhance existing lessons from instructional guides and other LAUSD core curricular materials. 	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met
English Language Coordinator will: <ul style="list-style-type: none"> • Monitor and target students who need to improve their ELA grade/mark to reclassify and inform teachers and parents. • Monitor and Target students who need to improve their Smarter Balance scores to reclassify and inform teachers and parents. • Provide daily targeted standards-based ELD instruction. • Provide 2 hour instructional blocks of daily ESL instruction based on proficiency level using High Point ESL curriculum. • Implement core SDAIE instructional strategies to ensure EL's are provided access to the curriculum. 	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met
Teacher Assistants–Degree: Bilingual teacher assistant working under the direct supervision of a highly qualified classroom teacher to provide primary language support and access to core curriculum to EL students.	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy (7T197)	50002 - CONTR INSTRL SVC	50002	8,567		100

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

Academic : English Learner Programs

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Intervention Support Coordinator will: <ul style="list-style-type: none"> • Coordinate teachers in providing tutoring after school for those LTEL students who are not making sufficient academic progress on District Tests in ELA & Math. • Targeted interventions and support for English learners not successful in Tier I instruction. • ELs who are not meeting CELDT reclassification criterion will receive targeted intervention to increase English proficiency. • Continued Monitoring of student progress by LAT team. • Provide Intervention programs for Long Term English Learners (LTELs) e.i., Reader's Handbook, Write Source, English 3D Readers (to meet - Reclassification requirements). 	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met
College and Career Coach will: <ul style="list-style-type: none"> • Coordinate teachers in providing tutoring after school for those LTEL students who are not making sufficient academic progress on District Tests in ELA & Math. • Targeted interventions and support for English learners not successful in Tier I instruction. • ELs who are not meeting CELDT reclassification criterion will receive targeted intervention to increase English proficiency. • Continued Monitoring of student progress by LAT team. • Provide Intervention programs for Long Term English Learners (LTELs) e.i., Reader's Handbook, Write Source, English 3D Readers (to meet - Reclassification requirements). 	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met
Teachers Will: <ul style="list-style-type: none"> • Provide tutoring after school for those LTEL students who are not making sufficient academic progress on District Tests in ELA & Math. • Targeted interventions and support for English learners not successful in Tier I instruction. • ELs who are not meeting CELDT reclassification criterion will receive targeted intervention to increase English proficiency. • Provide Intervention programs for Long Term English Learners (LTELs) e.i., Reader's Handbook, Write Source, English 3D Readers (to meet - Reclassification requirements). 	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community Representative will provide monthly trainings on topics such as: <ul style="list-style-type: none"> • Monitoring EL Students academic progress, • Reclassification, • CELDT Testing. • Attendance, • The importance of getting a higher education. 	08/14/2017 06/08/2018	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment.

Budget

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

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

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

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

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

Based on 2015-16 SARC, 61% of students feel that they are part of the school, a 4% increase from 2014-15 survey.
 Based on 2015-16 SARC, 93% of staff feel that they get help that they need when communicating with parents, a 28% increase from 2014-15.

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

N/A

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

N/A

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

N/A

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

Grade level sponsors and Grade level rewards, one per semester
 Student led conferences
 Teacher supported parent workshops: i.e., ESL, social media
 Upgrade school website to become more user friendly
 Parent Center and Clerical personnel support in communicating with parents.

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

By June 2018, the number of students who feel part of the school will increase to 70%.
 By June 2018, the number of staff members who feel the school provides support in communicating with parents will increase to 95%.

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

Focus Area: Student, Staff, Parent Engagement

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Categorical Program Advisor (with differential) will:</p> <p>Hold quarterly training to teachers on the following topics: Developing a Welcoming Environment in your Classroom for Parents and Students.</p> <p>Hold parent meeting regarding important information throughout the school year. The topics include but not limited to:</p> <ul style="list-style-type: none"> • Master Plan, • Attendance, • Title I (Budgets), • Meal Applications, • SPSA, • Program Improvement, • Comprehensive Needs Assessment • A-G Requirements and Grad. Requirements • School report Cards • Volunteering • Bullying 	<p>08/14/2017 06/08/2018</p>	<p>Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met</p>
<p>Categorical Program Advisor with differential X-Time to plan for staff Professional Development, planning intervention services, and evaluating program activities.</p>	<p>08/14/2017 06/08/2018</p>	<p>Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met</p>
<p>Community Rep will foster a welcoming environment, promote and implement meaningful parent involvement activities and engage parents in the school's volunteer program.</p> <p>Parent supplies, clerical relief and custodial overtime will be needed to provide Opportunities for Parent engagement will be provided in the following school events:</p> <ul style="list-style-type: none"> • Parent Articulation and School Tours • Howdy Day • Open House, Back to School Night, and Music Concerts • Develop a Grade level or Discipline-Specific School Parent Compact and Parent Involvement Policy. • Student Led Conferencing • Parent volunteering program <p>Parent Center is available to assist parents with limited internet access :</p> <ul style="list-style-type: none"> • To complete Meal Applications • To complete Parent Survey 	<p>08/14/2017 06/08/2018</p>	<p>Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21720 - COMMUNITY REP.	21720	6,316		100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	11262 - CAT PROG AD X DIRECT (6 Hrs / 5 Days)	11262	2,337	0.00	100
CE-NCLB T1 Schools (7S046)	11681 - CRD DIF CAT PRG ADV	11681	758	0.00	100
CE-NCLB T1 Schools (7S046)	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	117360	68,638	1.00	100
CE-NCLB T1 Schools (7S046)	30165 - HEALTH WELFARE CERT	30165	-6,935	0.00	100
CE-NCLB T1 Schools (7S046)	30166 - RETIREE BNFTS CERT	30166	-2,540	0.00	100
CE-NCLB T1 Schools (7S046)	30170 - OPEB CERT	30170	-1,010	0.00	100

Focus Area: Student, Staff, Parent Communication

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parent Support Staff, such as the CPA, provides regular reports on student progress to SSC and Advisory Committees.</p> <ul style="list-style-type: none"> • Use of Connect-ED to inform parents of student progress and/or school-wide activities. • Provide parent workshops. Notify parents of outside parent workshops available in an effort to serve as a communication bridge between the school and the community. • All activities and events will be posted on the school's website and Weekly Bulletin. • Periodic newsletter will provide information regarding school activities, events, and other information. • Sign-in table is located in the parent center to provide a welcoming atmosphere. • Send yearly welcome letter with a description of avenues of communications available. <p>Clerical Staff will assist in communicating with parents to extend invitations to school events, explain the activities in the Parent Center, translate, assist them with completing District application, and/or answer parent questions outside regular work hours</p>	<p>08/14/2017 06/08/2018</p>	<p>Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met</p>

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

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

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

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

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

Based on SARC for 2015-16, 72% of students had a 96% or higher attendance rate, a 4% increase from 2014-15 school year.
 Based on current information found on MyData, 69.9% of students have a 96% or higher attendance rate as of February 2017, a 3% decrease from 2015-16 school year.
 Based on SARC for 2015-16, 13% of students have chronic absences, a 1% decrease from 2014-15 school year

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

Lack of community wide awareness of the importance and legality of regular school attendance.
 Lack of PSA counselor availability to track students at risk of not meeting attendance standards.

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

N/A

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

N/A

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

Incentive programs for students meeting 100% attendance, for example: Each grading period, hold school assembly and award attendance certificate, fast pass to lunch line, local restaurant coupons and recognition of students who improve their attendance.
 Remind students of importance of good attendance during morning announcements.
 Parent Center call parents in support of good attendance.

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

School will meet the District's goal of 96% attendance rate for 75% if the students.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
TSP Administrator will: <ul style="list-style-type: none"> Develop an attendance incentive plan to increase staff attendance. Implement a School-wide attendance improvement campaign with a well-displayed goal to communicate to all stakeholders: Mt. Gleason's goal, growth and success. 	08/15/2017 06/07/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

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

Focus Area: Social / Emotional Interventions

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
TSP Administrator will increase percentage of student with 96% or higher attendance in the following ways: <ul style="list-style-type: none"> Provide support to identify at risk students and their families to ensure student access to the core curriculum through daily in seat attendance. Proved attendance incentives, positive support, phone calls home, letters, and access to resources to support improvement with attendance issues 	08/15/2017 06/07/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

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

Focus Area: Building Parent Capacity and Partnership to Support the Social / Emotional Goal

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
PSA Counselor will increase percentage of student with 96% or higher attendance in the following ways: <ul style="list-style-type: none"> Provide support to identify at risk students and their families to ensure student access to the core curriculum through daily in seat attendance. Proved attendance incentives, positive support, phone calls home, letters, and access to resources to support improvement with attendance issues 	08/15/2017 06/07/2018	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goas and objectives are being met.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	12103 - ITIN COUNS PSA C	12103	12,145		100

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 counselors meet with all students to provide an Individual Graduation Plan. This meeting includes discussions on academic progress, calculation of grade point average, standardized tests results, the Districts' graduation requirements, and C.S.U. and U.C. A-G admissions requirements. In addition, school wide orientation and meetings are used to inform parents and students of Individual Graduation Plan and A-G requirements. The College and Career Coach facilitates orientation to students and parents regarding high school A-G requirements and college admission requirements and career paths. The school provides students with opportunities to accelerate in English and Mathematics through its Honors programs and advanced courses in Math such as Algebra and Geometry. The school, through the P.L.C.s, plan lessons that are congruent with common core standards.

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.).

Every year, the school addresses students' social and emotional needs through multiple assemblies that focuses on school's expected behavior, and other pertinent issues such as bullying. In addition to school directed assemblies, outside groups, such as Camfel, addressing inter-personal skills for the middle school. Also, the administrative staff monitors students during the school day, including supervision before and after school and during the school day breaks. Teachers and counselors, with the support from the parents, work together to reinforce proper behavior and expectations in school. The counselors/administrators meet with students to address emotional and social behavior and, if additional intervention is required, professionals, such as school nurse, psychologist or therapists, are included to address more complex issues. Finally, the Parent Center provides workshops for parents to assist with skills for supporting their students social and emotional needs. The school provides tiered intervention programs to address the academic needs of students for English and Math. The school offers 2 after school Math tutoring classes taught by Math teachers for 8th students who are not meeting standards and "Catch Up Cafe", a lunch time daily support class for 6th and 7th Math students whom the teachers recommend for additional support. For English, all students that are not meeting the Proficiency level in reading are enrolled in an additional class, Read 180; and English Learners who are not reclassified take an additional Class, Advanced ELD, to support language learning.

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.

Parents, students and other stakeholders were provided the school's data and asked to identify the biggest areas of need. The group was then asked to come up with some strategies to overcome the barriers facing student achievement. The group produced a list of strategies, actions or interventions to be included in our Single Plan. In addition to strategies and interventions, the group included the members of the school staff (teachers, administrative staff, counselors, paraprofessionals, and other support personnel) that would support and oversee and monitor the action plans.

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

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

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

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

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

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

Los Angeles Unified School District

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

Program Budget Codes:

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

Name of School	Local District	Principal
MOUNT GLEASON MS (1824001)	NE	ACOSTA, DEBORAH L

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
834	76.04	11.60	1.20	10183 \$ 152,707 10397 \$ 0 10400 \$ 423,610 10405 \$ 5,739 Total \$ 582,056

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

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

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 			
TSP Program Advisor X Time (Budget item 11327, Fund 10183): To ensure students and parents understand A-G and high school graduation requirements, complete an annual Individual Graduation Plan (IGP).	3,095	Low-income, EL/RFEP Foster Youth	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 79% • Percentage of high school students on track for A-G with a “C”: 50%
TSP Program Advisor Differential (Budget item 11377, Fund 10183:			

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Assistant Principal (Budget item 13049, Fund 10183): will monitor and provide support for identified students and their families by:</p> <ul style="list-style-type: none"> • Supervising and monitoring the instructional program so that teachers receive the development, support and guidance to ensure targeted student population academic achievement. • Conducting classroom observations supervises and evaluates instructional staff and paraprofessionals to improve instruction for English learners, foster youth, and low income students. • Collaborating with the CPA and Intervention Coordinators, and other administrators to ensure effective access to core strategies are embedded in content instruction. • Before and after school tutoring program for students identified as not meeting grade-level standards. <p>Administrator X Time (11377):</p> <ul style="list-style-type: none"> • Attend conferences/professional development to increase knowledge of effective practices to support implementation of SDAIE and CCSS standards. • Provide time outside of the regular assignment ensure proper placement of identified students. 	<p>148,093</p>	<p>Low-income, EL/RFEP Foster Youth</p>	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%
<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year <p>Assistant Principal: Will monitor and provide support for identify at risk students and their families by: SEE PROFICIENCY FOR ALL</p> <ul style="list-style-type: none"> • Ensuring student access to the core curriculum through daily in seat attendance • Proved attendance incentives, positive support, phone calls home, letters, and access to resources to support improvement with attendance issues <p>• Works with Pupil Services and Counselors, psychiatric social workers, and other staff to ensure the school is meeting the needs of foster youth.</p>	<p>0</p>	<p>Low-income, EL/RFEP Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p> <ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%

Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
Community Rep (Budget item 21720, Fund 10405): Will foster a welcoming environment, promote and implement meaningful parent involvement activities and engage parents in the school's volunteer program. Teacher X Time (Budget item 10371, Fund 10183): X time for teachers to participate in parent/student engagement activities during the evening, and prior the beginning of the school year.	8,016	Low-income, EL/RFEP Foster Youth	<ul style="list-style-type: none"> Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%

Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
Assistant Principal: Will monitor and provide support to identify at risk students and their families by: SEE PROFICIENCY FOR ALL <ul style="list-style-type: none"> Ensuring student access to the core curriculum through daily in seat attendance Provided attendance incentives, positive support, phone calls home, letters, and access to resources to support improvement with attendance and behavior issues Train and support staff in the implementation and best practices of the Discipline Foundation Policy to engage students through early intervention Works with Pupil Services and Counselors, psychiatric social workers, and other staff to ensure the school is meeting the needs of foster youth. 	0	Low-income, EL/RFEP Foster Youth	<ul style="list-style-type: none"> Suspension rate: .35% Expulsion rate: .01% Extent to which the school is implementing the Discipline Foundation Policy: 88%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount	CE-NTLB-T1-Targeted (70S46) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10246 10246 - DIFF INSTL COACH SEC	<input type="checkbox"/>	110004	0.00 0	0.00 0	0.00 0	0.00 910	0.00 910
10376 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 5,095	0.00 0	0.00 0	0.00 3,169	0.00 8,264
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 1,463	0.00 0	0.00 0	0.00 0	0.00 1,463
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	1.00 18,455	0.00 0	0.00 0	0.00 0	1.00 18,455
11262 11262 - CAT PROG AD X DIRECT (6 Hrs / 5 Days)	<input type="checkbox"/>	190004	0.00 2,337	0.00 0	0.00 0	0.00 0	0.00 2,337
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	190004	0.00 5,096	0.00 0	0.00 0	0.00 0	0.00 5,096
11681 11681 - CRD DIF CAT PRG ADV	<input checked="" type="checkbox"/>	190004	0.00 758	0.00 0	0.00 0	0.00 0	0.00 758
117360 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 68,638	0.00 0	0.00 0	0.00 0	1.00 68,638
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00 758	0.00 0	0.00 0	0.00 0	0.00 758
11772 11772 - INTRVN SUP CORD X TM	<input type="checkbox"/>	190004	0.00 2,337	0.00 0	0.00 0	0.00 0	0.00 2,337
12103 12103 - ITIN COUNS PSA C	<input type="checkbox"/>	120021	0.00 12,145	0.00 0	0.00 0	0.00 0	0.00 12,145
13295 13295 - EL/SEL INST COAC SEC (3 Hrs / 5 Days)	<input type="checkbox"/>	110001	0.00 0	0.00 0	0.00 0	1.00 68,638	1.00 68,638
13640 13640 - CSR TCHR MS G6 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 112,271	0.00 0	0.00 0	0.00 0	1.00 112,271

MOUNT GLEASON MS (1824001)

14496	<input type="checkbox"/>	190001	1.00	68,638	0.00	0	0.00	0	0.00	0	1.00	68,638
14496 - INTRVN/PREV SUP COOR (3 Hrs / 5 Days)												
21720	<input type="checkbox"/>	290004	0.00	0	0.00	0	0.00	6,316	0.00	0	0.00	6,316
21720 - COMMUNITY REP.												
25690	<input type="checkbox"/>	240001	1.00	70,734	0.00	0	0.00	0	0.00	0	1.00	70,734
25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)												
30165	<input type="checkbox"/>	340101	0.00	-13,870	0.00	0	0.00	0	0.00	-6,935	0.00	-20,805
30165 - HEALTH WELFARE CERT												
30166	<input type="checkbox"/>	370101	0.00	-5,080	0.00	0	0.00	0	0.00	0	0.00	-5,080
30166 - RETIREE BNFTS CERT												
30166	<input type="checkbox"/>	375101	0.00	0	0.00	0	0.00	0	0.00	-2,540	0.00	-2,540
30166 - RETIREE BNFTS CERT												
30170	<input type="checkbox"/>	370101	0.00	0	0.00	0	0.00	0	0.00	-1,010	0.00	-1,010
30170 - OPEB CERT												
30170	<input type="checkbox"/>	375101	0.00	-2,020	0.00	0	0.00	0	0.00	0	0.00	-2,020
30170 - OPEB CERT												
30210	<input type="checkbox"/>	340101	0.00	5,100	0.00	0	0.00	0	0.00	0	0.00	5,100
30210 - TA HEALTH&MEDBENEFIT												
50002	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	0	0.00	8,567	0.00	8,567
50002 - CONTR INSTRL SVC												
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												
50080	<input type="checkbox"/>	520002	0.00	1,536	0.00	0	0.00	0	0.00	0	0.00	1,536
50080 - STAFF CONF ATTEND												
40239	<input type="checkbox"/>		0.00	3,631	0.00	0	0.00	64	0.00	715	0.00	4,410
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
Total			5.00	363,022	0.00	0	0.00	6,380	1.00	71,514	6.00	440,916

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**