

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

ROYBAL LC (1854401)



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SCHOOL IDENTIFICATION

School Name: ROYBAL LC (1854401)

Local District: C

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

For additional information on our school programs contact the following:

Principal: USMANI, SARAH W

E-mail address: sarah.usmani@lausd.net

SPSA Designee: KEANEY, BRIAN

Position: TCHR, SP ED, RES SPST PRG

E-mail address: brian.keaney@lausd.net

School Address: 1200 W COLTON ST, LOS ANGELES, CA 90026

School Telephone Number: 2135806400

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.

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	<i>Typed Name</i>	<input type="radio"/> Revision Required	<input type="radio"/> Approved	<i>Signed Date</i>
Local District EL Compliance Coordinator	<i>Typed Name</i>	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<i>Signed Date</i>
Local District PACE Administrator	<i>Typed Name</i>	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<i>Signed Date</i>
Local District Title I Coordinator	<i>Typed Name</i>	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<i>Signed Date</i>
Federal and State Education Programs	<i>Typed Name</i>	<input type="radio"/> Revision Required	<input type="radio"/> Approved	<i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/16/2017	Maria Santos	<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:

Alicia Chavez

Typed name of SSC chairperson



E-Signature of
SSC chairperson

03/16/2017

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> 595,174</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> 10,460</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 0</u>
Total amount of categorical funds allocated to this school: \$ <u> 605,634</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.)

Roybal Learning Center is a school where all students develop a passion for learning and inquiry, acquire reflective and critical thinking skills, attain a sensitivity and appreciation for diversity, and are able to communicate their authentic voices in the global village of the 21st century.

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?)

Our mission is to provide a rigorous standards-based curriculum in a nurturing, personalized environment in order to help our students actualize their potential and prepare them to be successful as college students, career professionals, and citizens.

School Profile Description

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

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

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

Edward R. Roybal is a comprehensive high school (grades 9-12) located in downtown Los Angeles. Roybal is a school wide Title I school with a predominately Hispanic/Latino population. Due to its proximity to the Pico Union and Echo Park neighborhoods, it has a large population of English Learners and recent immigrants from Central America. Roybal has increased its special education population, and current school demographics would show that many English learners are also identified with special education.

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

Roybal is a comprehensive high school (grades 9-12) structured upon a small learning community (SLC) model, one of the principal school models embraced by LAUSD. Roybal and its four academies adopted the SLC structure to provide a more personalized learning environment to better meet the needs of its students.

3. Indicate student enrollment figures:

Roybal's enrollment for 2016-2017 is 1207. Roybal's enrollment for 2015-16 is 1,123. For the 2014-15 year, Roybal had 1,214 students. The enrollment in 2013-14 was 1,243.

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

Roybal's percentage of low-income students for 2015-16 is 86.95%, placing the school at a Title I ranking of 406.

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

The ethnic/racial make of the school for 2015-16: 87% Latino, 4% Filipino, 5% Asian, 2% African American and 1% White. Currently there are over 16 languages spoken as a primary language. The predominate languages: 82% Spanish, 3% Filipino, and 2% Cantonese.

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:

School Report Card, individual student report cards, CELDT, and SBAC assessments are mailed home in primary language (English, Spanish, Chinese) as they become available. Additionally, parent workshops to explain the results are scheduled throughout the year with translation services available.

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:

Edward R. Roybal is a school within the Belmont Zone of Choice (BZOC). BZOC consists of a network of schools geographically clustered around Belmont Senior High. Students that reside within BZOC choose which secondary school they will attend.

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

LAUSD School Review Process Recommendations

Directions: If applicable, indicate the school's review process(es).

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its Single Plan for Student Achievement:

2015 WASC recommendations:

To continue to work towards common assessments and common grading standards in each core subject area

To continue to work towards increasing student achievement as evidenced by SBAC results

To develop a concrete action plan to address the needs of EL, LTEL and Special Education populations

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"/> Small Learning Community (SLC)	Lead teachers went over the SPSA from 2016-2017, and the school report card data and identified areas where growth is needed. Comments were collated and presented to group and admin for inclusion in 2017-2018 SPSA.	01/19/2017, 02/02/2017
<input checked="" type="checkbox"/> Departments	Student supports services and counseling team met and examined current data in school report card, school experience survey and made recommendations and ideas to improve student supports to increase student achievement. Support Providers reviewed SPSA 2016-17, and provided suggestions for creating the social emotional and graduation goals in the 2017-18 SPSA.	01/19/2017, 02/02/2017
<input checked="" type="checkbox"/> Departments	Math and English departments reviewed student performance data from 2015-16 School Report Cards and 2015-16 SBAC results. Both departments analyzed effective use of strategies, programs, and actions and used this input to co-create the measurable ELA objective for the 2017-18 SPSA.	02/01/2017, 02/14/2017
<input checked="" type="checkbox"/> School Site Council	SSC meetings reviewed data from school report card, school experience survey, SBAC data and discussed progress toward reaching 2016-17 SPSA goals. SSC members examined programs used to ensure progress toward reaching goals. Members provided suggestions for 2017-18 SPSA goals, and outlined strategies and programmatic supports for reaching those goals. SDMC meetings performed similar task, but specifically focused on providing input for academic goals on the 2017-18 SPSA, and specified which programs and strategies should be utilized in 2017-18 school year.	01/19/2017, 02/23/2017, 02/02/2017, 02/09/2017, 02/16/2017
<input checked="" type="checkbox"/> English Learner Advisory Committee	Dates?? Meetings were held to show school data and results to parent committee. Parents reviewed SBAC results, attendance data, graduation rates, and analyzed programs in place to support progress toward the 2016-17 SPSA measurable objectives. Parents provided input for creating SPSA 2017-18 measurable objectives. Parents then highlighted which priorities and programs should be changed or continued in regards to reaching those 2017-18 goals.	01/19/2017, 12/15/2016, 02/16/2017, 11/17/2016
<input checked="" type="checkbox"/> Departments	ELD teachers reviewed Fall 2016 CELDT and SRI results and assessed progress toward meeting SPSA 2016-17 the ELD's measurable objective. EL reclassification rates and LTEL percentages for 2016-17 were used to construct EL measurable objectives on the 2017-18 SPSA.	02/01/2017, 02/14/2017

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

ACADEMIC GOAL — 100% GRADUATION

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

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.).

According to School Report Card, Roybal's student graduation rate increased from 70% in 2014-15 school year to 72% in 205-16 School year. The measurable objective on 2016-17 SPSA is to reach 77% by June 2017.

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

Graduation rate increased incrementally by 2%. Roybal implemented a credit recovery program in Spring 2017 primarily for seniors who needed to make up credits. Additionally, there were 20 hours of training provided to faculty regarding mastery grading. We also used a intervention counselor for our at-risk students.

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.

Based on Misis Graduation Dashboard, currently 77% of seniors are on track to graduate in June of 2017. Roybal's credit recovery program in Spring of 2017 in addition to mastery based grading practices have aided in raising the graduation rate. However, Roybal has not yet met its measurable objective.

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

Roybal is continuing to implement a credit recovery program in Spring of 2017 to boost graduation rate. It is reasonable to estimate the results of the credit recovery program will help 5-10% of seniors graduate in June, 2017.

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

By June 2018, Roybal LC will increase its graduation to 76% as measured by school report card data and graduation data.

*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
Continue to incorporate equitable and consistent grading practices across all courses to ensure students are graded based on mastery of standards. Continue professional developments centered on Mastery grading . Continue to develop and refine grading practices throughout the year with additional instructional rounds and collaborative groups.	07/01/2017 06/30/2018	Instructional Cabinet Principal Instructional cabinet members collect/analyze syllabi for consistency of grading policies. Also measure progress toward higher graduation rate, as seen from increase in course passage rates compared to previous semester/year.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10375 - PROF DEV TCHR X-TIME (6 Hrs / 5 Days)	10375	5,765	0.00	100

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 continue working to create common formative assessments and use those assessments to drive instructional practices. As per the WASC recommendation, teachers will strive to have common assessments and common grading practices in each core subject. -Build advisory program to increase motivation for success in high school. Build resiliency through advisory curriculum. Rework advisory curriculum to include monthly checks for promotion/graduation. Advisory programs will also develop a college going culture by guiding students through the A-G requirements and the college application process. Curricular trips to local area college campuses (LACC, SMC, GCC, Scripps, UCSB, Pepperdine, UCLA, USC, CSULA, CSULB, CSUN) will enrich the curriculum by connecting the students to college campus and motivation to complete requirements to be eligible for post-secondary opportunities.	07/01/2017 06/30/2018	Student grades, career and college interests surveys Advisory teachers, Restorative Justice teacher, college counselor, Administrators

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50174 - CURRICULAR TRIPS	50174	7,400		100

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

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
-Continue to provide multiple credit recovery options through afterschool, Saturdays and in the summer. -Provide blended learning models of credit recovery during the school day. Mentoring program for the students, so that 9th graders receive A-G information early on from their older peers. -Use a bridge program to ensure that students are prepared before school starts for the expectations of high school.	07/01/2017 06/30/2018	Review of promotion rates, successful completion of intervention classes, and analysis of correlation between intervention and current grades. Credit Recovery teachers TSP/CPA APSCS

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 : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
-Provide parent awareness of opportunities for each grade level at regular intervals to ensure that communication to parents is regular and timely. These meetings will allow for parents to become partners in the path to college and understand how high school success is essential for future college and career success. Provide parent meetings and awareness during the summer to ensure that parents are aware of expectations for high school. Parent conference about high school life and college life. This way parents understand how to create a learning environment at home.	07/01/2017 06/30/2018	Parent surveys will be analyzed for needs assessment and to develop next steps. SDMC/SSC TSP/CPA Principal

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	11087 - COUNS SEC X TIME (6 Hrs / 5 Days)	11087	4,752	0.00	100

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

As measured by SBAC results, Roybal showed a decrease of 2% from 42% to 40% in students who have met/exceeded the standards.

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

Common Formative assessments needs to be created uniformly as a department. Teachers also need more professional development on using the trauma-informed practices that have been part of professional development for the last few years. Analyzing data and SBAC readiness are also themes of improvement that are seen in the English department. The English department needs to continue to work on the literacy strategies across the courses, so that all English classes are incorporating more reading and writing.

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.

The school is on track to meet its measurable objective based on the Interim Assessment Blocks. The school has begun mandatory analysis of the SBAC questions, and looking at the depth of knowledge for English tasks. Common planning time to include language objectives and learning targets are the current focus. Having these targets will allow for students and teachers to be more focused on the intent of the lessons and instructional delivery.

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

As measured by SBAC 2016-2017, Roybal will increase from 40% to 46% of students meeting/exceeding standards, and increase from 30% to 33% of students with standards nearly met.

*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
-The English Department will continue to focus on Language objectives and learning targets in order to support our high number of English Language Learners. -The English Department will incorporate UBD (Understanding by Design) and UDL (Universal Design for Learning) into lesson planning, unit design, and instructional delivery. Continued attention will be focused on DOK (Depth of Knowledge) questioning. -The English Department is currently working across content areas and receiving Professional Development on building ELA literacy across all content areas and Integrated ELD. For example, math and science teachers will utilize their content standards and ELD standards in order to support EL Students in their classes. One tool developed is daily Language Objectives. -English content team has been receiving trainings emphasizing i ELD integrated instruction. -Professional Development included bringing in students to examine ELA SBAC data results along with teachers. Continuing to provide professional development around the trauma-informed practices. ELA teachers will attend conferences on new curriculum alignment with common core standards and best practices.	07/01/2017 06/30/2018	State assessment results (CELDT), Periodic Assessments/IABs, SBAC, Student Grades, End of Unit assessments, Classroom Formative/Summative Assessments, Progress Monitoring (GetData), Principal and Assistant Principals will meet with department chair to monitor student progress. Teachers

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

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
-Instructional rounds and Tuning Protocol will continue to be utilized in order to examine and analyze common practices around a specific focus area. -Common grading planning and assessment time is utilized to inform instruction. Emphasis on mastery grading and increasing the common grading practices across the department will be a focus for 2017-2018 school year. -Teachers Assistants will provide bilingual support to English Learning in all English Immersion and Sheltered courses. Teachers will also create common formative assessments that provide for more connections to the Depth of Knowledge levels 3 and 4, so that our students can increase their ability to think critically and problem-solve, as is a goal for our WASC plan.	07/01/2017 06/30/2018	Classroom observation and instructional rounds. Classroom assessments Student grades/student work AP and Principals Assigned Mentors Teachers

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2* (6 Hrs / 5 Days)	107762	18,455	1.00	100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2* (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	13641	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)	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
-Continuing a peer support program for Newcomers to help support the acquisition of their target language while also making these at risk students feel welcome. -The iLit program will provide high interest/tiered level reading material specifically designed for English Learners and at-risk students. -English recovery classes are made available to students after school and weekends using Edgenuity program. -Implementation of a peer tutoring for students that are not meeting grade level standards. -Staff a Test Retake Room through collaboration between the YPI program and Roybal so that students have an opportunity to retake exams. This will allow for a more common grading policies and practices across the department.	07/01/2017 06/30/2018	Student Grades Interim Assessments Student work Classroom assessment AP and Principals Instructional Coach Teachers

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 Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
-Monthly Family Community night in which parents are encouraged to participate with their children in activities that promote reading. -Enrichment opportunities for parents and student such as poetry nights and family writing nights. -Creating a writing center for parents and students to write each other letters or family message journals is an innovation that we will begin next year in the parent center. -English Language and Child Development classes for parents offered in our parent center. -Creating partnerships with community programs such as Mar Vista, Planned Parenthood, Adult Education Centers, and other community partners. -Developing a Parent/Family library where parents and student family members can check out materials.	07/01/2017 06/30/2018	Parent feedback Parent Survey results AP and Principals Parents Parent Center Representative

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

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

Passing rates for Math and Geometry are still low, and teachers are working to identify the ways that we can support students. Based on Fall 2016 semester grades, 44% of Algebra1 and 35% of Geometry students are earning D's or F's. Math department is working on ways to collaborate with other departments to connect mathematical mindset and concepts into all subject areas. Conceptual knowledge of students is still lower than district average, and increasing the use of common formative assessments will provide for more equity across classes. SBAC (21016) results showed only 16% met/exceeded standard.

English Language Learners

There are many language barriers around students accessing the content around writing and talking about mathematics to show their reasoning and conceptual knowledge. In addition, our EL levels 1 and 2 have difficulty understanding the questions on the SBAC assessments and performance tasks. Both our CPM curriculum and Common Core standards are emphasizing word problems, which compounds the struggles of our bi-lingual students.

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

Roybal needs to find multiple ways to reach beyond the language difficulties and provide students with conceptual framework for the math they are learning from first math course in high school.

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.

The school is not on track to meet its goal of lowering the failure rate in Alg 1 and Geometry. Teachers are utilizing the IAB data to inform instruction. The data from SBAC interim show the school is improving slightly beyond 17% meeting the standards, and Roybal should meet its proficiency target of 20% of students performing at/near standard as of June 2017. Roybal is continuing to examine its failure rates, and is looking for additional support programs and resources to help improve student performance.

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

Based on our 2015 to 2016 student grade report data, a large percentage of our students earned a D or F in Algebra1 and Geometry. By June of 2017, our goal is to improve our Algebra1 passage rates and decrease the fail rate percentage by 10% through Teacher Professional Development, Collaboration, Classroom Instruction, and Intervention Programs described in the sections below. We are focusing on Algebra1 because it is the gatekeeper subject to all of our higher math classes. Also, as measured by SBAC assessments, Roybal will increase from 17% to 20% on students meeting/exceeding their Math standards.

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

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

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>-Content PD will continue to focus on scaffolds/supports with using College Preparatory Math (CPM) curriculum in Algebra1, Geometry and Algebra2.</p> <p>-Starting with our focus area of Algebra1, we will be working with district coaches after school and/or Saturdays to create a department-wide two year plan of:</p> <ul style="list-style-type: none"> • Common Focus Standards and Math Practices • Common Assessments with many versions • Common Rubrics • Exam Retake Protocol with tutoring • Grading Practices <p>Training on using manipulatives in both geometry and algebra classes; modeling with mathematics, use of graphic organizers and AIMS, Math-shell and CPM activities. Cooperative learning strategies to facilitate student dialogue and promote the use of academic language; using observations made while working with manipulatives on projects to compare and contrast and more clearly make sense of abstract concepts. Teachers will facilitate an environment where students will articulate/justify their thinking and reasoning.</p> <p>As a department, we will continue implementing the common core standards and looking closely at math practices 3: Construct viable arguments and critique the reasoning of others and 4: Model with Mathematics. The professional development training will include ongoing professional development that builds a "Teacher Led Professional Development Model" that supports increased student achievement through:</p> <ul style="list-style-type: none"> o Differentiated Instruction that includes <ul style="list-style-type: none"> • Learning Profiles • Tiered assignments • Student Readiness • SDAIE strategies • Language Goals • Manipulatives • Use of Graphing Calculators • Math Games o Structured engagement strategies o Metacognitive Strategies o Cooperative Learning o Modeling/Thinking Alouds/Read Alouds o Use of Visuals and Concept Maps o Computer based programs for Mathematics o Tuning protocol to provide feedback and reflect on our own practice <p>-Instructional Coach will help facilitate and prioritize PD learning, visiting classrooms and providing feedback, model effective math strategies, and maintain collaborative lines of communication between math teachers. Common Conference Periods with Workgroups to align and communicate a common curriculum to focus on:</p> <ul style="list-style-type: none"> o Grading Practices o Tuning Protocol o Sharing Best Practices 	<p>07/01/2017 06/30/2018</p>	<p>Interim Assessments, grades, classroom visits with actionable feedback, common assessments,</p> <p>Instructional Coach, Assistant Principals, Department Lead</p>
Budget		

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10377 - TCHR RELEASE DAY/HRS	10377	13,094		100

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
<p>-A part-time Instructional Coach to provide support in order to apply key strategies and promote effective learning to address the needs of all at-risk students and support the implementation of the Common Core State Standards.</p> <ul style="list-style-type: none"> • Will conduct, design lessons and professional development during or beyond the regular assignment. • Facilitate the analysis of data and work that reflects the problem solving approach. • Identify and target students for intervention. • Coordinate Intervention programs. • Work with teachers to manage and interpret the use of Formative Assessment and Data. <p>-Teacher Assistants will provide services under the direct supervision of a highly qualified classroom teacher and enable additional support and attention for struggling students. Teachers Assistants will be able to meet individualized needs by aiding instruction, answering questions, rotating through cooperative groups, checking student benchmarks, and helping re-frame instruction. This includes paraprofessionals who can provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, assist with organizing instructional projects and other materials, assist with parental involvement activities, and act as a translator when needed.</p> <p>Teachers Assistant Bilingual Differential: Provide Bilingual Differential for students using Primary Language Support. Help with translation for monolingual teachers.</p>	<p>07/01/2017 06/30/2018</p>	

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	13644	112,271	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)	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	10562	1,463		100

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

Academic : Mathematics

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Tutoring sessions with a blended environment where students are getting support working on Edgenuity with pullout sessions in small groups with teachers. Teachers differentiate the lessons by choosing the concepts that students need.</p> <ul style="list-style-type: none"> • Credit Recovery: Computer-based Edgenuity Program to offer students a wide range of classes. • Credit Boost: Star 17 Program to allow juniors who earned a D for 1st semester a chance to makeup hours and assessments to replace the D with a C and be eligible for college. -Test Retake Center collaborated with YPI to allow students to show mastery of concepts over time. 	<p>07/01/2017 06/30/2018</p>	<p>Review of promotion rates, successful completion of intervention classes, and analysis of correlation between intervention and current grades. Intervention teachers, TSP/CPA, APSCS Instructional Coach</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50243 - SOFTWARE LICNS MAINT	50243	10,000		100
CE-NCLB T1 Schools (7S046)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	5,064	0.00	100

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
<p>Roybal LC values its relationship with the surrounding community and its parents. Communication is a top priority. Roybal provides parents and student grades every 5 weeks. Roybal has and will hold several informational meetings, inviting teachers, parents and students as well. SLCs have planned intervention meetings for students who are identified as "at risk" due to low academic grades, poor attendance and teacher recommendation. The analysis of the student achievement data will be conducted by the SSC and ELAC to further develop and strengthen the Single Plan for Student Achievement which focuses on Title I and English Learners attending Roybal.</p> <p>Teachers keep regular communication with parents through various modes:</p> <ul style="list-style-type: none"> - Phone calls and Text Messages - Blackboard Connect - Parent Conferences (at least 1 per semester scheduled after the first progress report) - Class Dojo / Edmodo - Remind App <p>Teachers will also communicate to our parents about:</p> <ul style="list-style-type: none"> - Algebra1 year-long course - Family Math Night - The parent center and community liaison will host trainings to familiarize parents with Smarter Balanced Assessment Consortium (SBAC) scores and what they mean and how they affect their children through workshops schoolwide. 	<p>07/01/2017 06/30/2018</p>	<p>Parent surveys will be analyzed for needs assessment and to develop next steps. Community Liaison, Principal, SSC, ELAC,</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 LEARNER PROGRAMS
Designated and Integrated English Language Development (ELD)**

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

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

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

According to 2015-16 School Report Card, 29% of EL students are making progress by one band on the CELDT, and 55% of English Learners have not reclassified after 5 years in the ELD program. On the 2016 SRI, 12% of students scored basic or higher. High interest informational differentiated text is needed to ensure language acquisition. One strategy to increase student engagement is to utilize Chromebooks and online literacy programs.

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

There has been an influx of newcomers since December 2016. Our ELD 1 and 2 have been expanded twice to include more newcomers, and it continues to be increasing.

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

We are not receiving Title 3 funds, so we will not be addressing this goal.

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.

Roybal has reduced the percentage of LTELs in the EL population to 55% in 2015-16. It has exceeded its 2015-16 measurable objective of reducing the LTEL population to 66%.

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

Based on 2016-17 CELDT data, Roybal will reduce the percentage of LTELs in its EL population from 55% to 47%, and 35% of EL students will meet their annual benchmarks by improving one band on the CELDT.

*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
-ELD Professional Development will focus on integrating technology in the classroom and utilizing high interest materials. Constructing Language Objectives across all content areas will continue to be a PD focus area. -To help with EL student engagement, differentiation, and language acquisition, Roybal will subscribe to iLit ELL program for use in ELD classes.	07/01/2017 06/30/2018	CELDT and SRI results Student Semester Grades iLit Formative assessments ELD and Ei Teachers

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	13641	112,271	1.00	100
CE-NCLB T1 Schools (7S046)	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	10562	1,463		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
-Bi-lingual Teacher Assistants will help ELD classroom instruction and student achievement, by offering home language support, small group support, one on one assistance with students, and checking for student understanding. -Subscribing to "What's Happening?" will provide EL classrooms will high interest and leveled informational texts to increase literacy. -Constructing formative assessments within ELD program that guide instruction. -ELD classrooms publishing daily Learning Outcomes and Language objectives.	07/01/2017 06/30/2018	CELDT scores, SRI scores, Student grades, ELD, TA's, and Ei Teachers

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50243 - SOFTWARE LICNS MAINT	50243	15,000		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
-Edgenuity classes to enable additional instructional time and/or credit recovery. -Teacher Tutoring time will help facilitate peer mentoring and provide additional supports to struggling EL students.	07/01/2017 06/30/2018	CELDT and SRI results, Student grades and transcripts, ELD teachers, Edgenuity teachers

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
-Parents of students within the ELD program will be invited to parent trainings held in the parent center. -Continue with Community Liaison managing the Parent Center calendar activities. Creating calendar the Parent Center calendar and contacting parents for parent trainings, and establishing a bi-lingual family oriented space helps families of EL students feel welcomed. -ELD Newsletter will be available online to help bi-lingual families connects with their child's learning and the larger school community	07/01/2017 06/30/2018	CELDT and SRI results ELD and Ei Teachers Principal, SSC, ELAC School Experience Survey

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

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.).

Parent-Teacher conferences provide parents opportunities to review and understand their children’s progress on an ongoing basis. This facilitates conversations between parents and students about their progress in each of their classes and towards meeting A-G Requirements. Community Representative collects feedback from parents on what type of information they need. Community Representative facilitates workshops or coordinates with an outside provider to host relevant workshops. Principal and Community Representative from Parent Center hold monthly Parent Roundtable. During this time, it allows opportunities for parents to gain insight on the resources available on campus and community that can provide academic and emotional/social support to all students. SLCs provide monthly opportunities for student acknowledgements and parents are invited to participate as a team member in instruction and school design to improve school climate.

Our data from the 2015-16 school experience survey shows that Roybal is in the 90th percentile near the District average and in some cases, above the District average for how the school-home connection, demonstrating that our outreach to parents is showing positive results. 94% of parents feel welcomed at the school, and 93% say that they are provided with opportunities to help their student at home with learning. 93% of staff believe our school is a supportive and inviting place for students to learn.

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

Parent participation needs improvement. The transiency rate for our families is high making our chronic absenteeism high. This affects our school climate when we have students that are not as connected to the school mission/vision. Roybal searches for ways to increase its parental involvement through increasing our teacher's ability to communicate with parents on a regular basis. Roybal is working on creating surveys for each office to determine how effective the school is in each interaction. Additionally, more student lead events would encourage parents to come to campus.

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

N/A

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

The school is on track to meet its goal of 28% of parent surveys are collected. We had about 300 surveys completed at the time of the current window for the parent surveys for 2016-2017.

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

Based on school experience survey, Roybal will increase its parent surveys from 28% to 35% in 2016-2017, and Roybal will institute an office feedback loop that provide additional data and would enable candid input from parents as they come to campus.

*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
Strategies to increase parent engagement on campus: 1. Provide hard data on how parents can be encouraged to attend the parent teacher conferences. 2. Monthly parent academy workshops 3. Parent meetings/Grad Checks/contracts with Senior students. 4. Principal's Roundtable 5. Parent academy workshops (i.e. common core, SBAC, etc) 6. Restorative Justice Parent trainings 7. Increase parent participation in Individual Graduation Plan including partnership with GEAR UP parent workshops and the following topics are offered academics: A-G requirements, Financial Aid, How to Read Student's Report Card. 9. Utilize new school website, with staff directory, calendar/events, and policies updated and translated. 10. Strategies to support Parent Survey Participation: • Call/Email parents prior to distribution of surveys • Distribute surveys during parent conferences • Provide student incentives for return of surveys • Provide parent representative support for completion of surveys • Increase positive interactions with teachers and school community through events and parent/student activity nights • Conduct workshop for parents through the Parent Center on how to fill out the school experience survey • Providing a welcoming environment that allows for parent engagement	07/01/2017 06/30/2018	Parent surveys will be analyzed for needs assessment and to develop next steps. School councils (SSC, ELAC, SDMC) will review parent involvement policy and parent participation in school events. ELAC SSC TSP

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50003 - OTH NON INSTRL CONT	50003	5,037		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>Community Rep will serve as liaison between the school and parents/community members to help facilitate activities through the Parent Center, increase parent engagement, and become an equal partner with the school, while serving as a neighborhood resource.</p> <p>All communication will be translated to Spanish. School will use the following communication methods:</p> <ul style="list-style-type: none"> • Connect Ed • Personal phone calls • Monthly calendar • Flyers for workshops, events, etc • Email <p>-School Website -Gear Up</p>	<p>07/01/2017 06/30/2018</p>	<p>Parent surveys will be analyzed for needs assessment and to develop next steps.</p> <p>School councils (SSC, ELAC, SDMC) will review parent involvement policy and parent participation in school events.</p> <p>ELAC SSC TSP/CPA Principal</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21720 - COMMUNITY REP.	21720	10,308		100
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	40269 - SUPPLMTL INSTRL MAT	40269	47	0.00	100

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

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

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input 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 attendance, suspension/expulsion, and non-cognitive skills based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

According to 2015-16 School Report card, chronic absenteeism (27%) and a high rate of transiency are part of the obstacles for attendance at Roybal. While staff attendance has improved to 79% as Proficient, classified staff attendance remains to be an issue throughout the school year. Students with Proficient attendance is hovering around 56%, and the current political climate has made it a difficult year for many of our school community with the effects from fear of deportation and immigration issues. Attendance has been celebrated throughout the campus, and Roybal continues to fund attendance counselors for the additional support for Tier 2 and Tier 3 needs of our students and families.

- Roybal LC had an Attendance Incentive Counselor for students in 2015-2016 and 2016-2017
- 88.9% of students come from lower socio-economic homes.
- 15.0% of students have an IEP.
- Anecdotal reports from PSAs find that many Roybal students:
 - are recent arrivals to the United States
 - have parents who work multiple jobs
 - work to support families
 - are the first in their family to complete high school
 - provide child care for younger siblings.
- According to the 2016 School Satisfaction Survey
 - 71% of students reported that adults at the encourage them to work hard so they can be successful in college or work (LAUSD Average 73%)
 - 74% of students reported that teachers work hard to help them with schoolwork when needed (LAUSD Average 77%)
 - 58% of students reported that teachers go out of their way to help students (LAUSD Average 61%)

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

Roybal needs to find ways to make regular school attendance a positive trend. Teachers and students need to discuss importance of attendance as well as provide incentives throughout the classroom and school for school attendance improvements. Advisory curriculum and extra-curricular activities need to emphasize students connecting to their peers, the teachers, and the school as a whole.

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.

Roybal is not on track to meet its measurable objective of an increase by 3 percentage points for proficiency in student attendance. Additional professional development for the needs of unaccompanied minors and trauma-infomred practices are needed across the school for all employees.

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

As measured by Getdata and School Report Card, Roybal will decrease its chronic absenteeism by 2% to 25%, and it will increase the attendance proficiency rate among students by 5%, going up to 61% as of June 2017.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The instructional staff will review service logs from PSAs, PSWs, counselors; demographic data; MiSiS Referral/Intervention data; and iSTAR data to identify schoolwide evidence of student attendance and socio-emotional needs. Based on these data, professional developments will be planned for staff to better understand student needs and develop strategies to meet needs. Professional development around trauma-informed practices for all teachers/counselors to ensure that all students are receiving services. Unaccompanied Minor trainings will be provided. Incentive programs for improved and proficient attendance.	07/01/2017 06/30/2018	SSPT team to look at student intervention coherence. Counseling data from socio-emotional groups. Principal, Assistant Principals, TSP Advisor, PSW, PSA/A-G Counselors, academic counselors.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	13114	121,440		100

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
APSCS, counseling team, Psychiatric Social Worker (PSW), PSAs and academic counselors will provide support for students experiencing trauma in their lives, including but not limited to: <ul style="list-style-type: none"> • Restorative Justice Program – community building circles and interventions. • Grief Counseling Groups • SLC bonding activities • Support for newcomer students (including unaccompanied minors) • Circle of Friends (making social connections between disabled and non-disabled students) • One-to-one and group counseling for students with attendance below the Proficient level • Family counseling for students with attendance below the Proficient level -LGBTQ awareness and understanding through trainings, and GSA Club support	07/01/2017 06/30/2018	Analysis of discipline data, iStar reports, climate surveys. Principal, Assistant Principals, Restorative Justice Advisor, PSW, PSAs, academic counselors

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
The Pupil Services and Attendance Counselor(s), in partnership with the Community Representative and TSP Advisor will conduct parent workshops on the following topics: <ul style="list-style-type: none"> • Behavioral Health • Stress Management • Recognizing Signs of Depression • Nutrition and Exercise Understanding Your Child's Report Card -Attendance workshop for Parents	07/01/2017 06/30/2018	Analysis of attendance trends. Principal, Assistant Principal over attendance, PSAs, Community Representative, TSP Advisor, ELAC

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

Roybal funds a college counselor to assist with creating a college-going culture. Roybal also uses a gifted coordinator to assist with data gathering, appropriate placements and supports, parent communications. Roybal also has a career/technical pathway teachers through Regional Occupational Program. Students are multiple opportunities to visit campuses, and Roybal also works with the GEAR UP program to ensure that college-going goals begin early for all students. Counselors and lead teachers of small learning communities (SLCs) provide lessons and activities through the advisory/homeroom period to increase college awareness and high expectations for all students. Roybal has also partnered with the Supergraduate program at Los Angeles City College for concurrent enrollment, and the Local District has included all Roybal 9th graders in its Go Central City! Project which guarantees acceptance in LACC and CSU-LA for graduating seniors (Class of 2020) to extend post secondary opportunities. Roybal has offered 3 college classes per semester for its students. Roybal has also added multiple computer science offerings to enhance its computer science career pathway.

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.).

Roybal uses the positive behavior support and is a restorative justice demonstration school. We currently use a tiered system to deal with behavioral issues. We start with classroom interventions with incentives for teaching the behaviors on a regular basis in all classes. Students identified in this phase as needing additional supports will be referred to counselors and a host of psychological services that can provide support for the students within the school day. We have a coordinated Student Support team (SSPT) which meets regularly to determine which services are working for the identified students. Services deemed special education are provided for those students who do not respond positively to the first tier of resources provided.

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

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

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

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

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

The Schoolwide plan was distributed to all stakeholders via sections, and input was gathered in several different forums, including formal SSC, ELAC meetings, and principal's roundtable with the parent. Input via electronic means was gathered several times throughout the school year, and student focus groups were held and an informal student survey was conducted in the school year. All stakeholders had multiple opportunities to examine data, ask questions and provide ideas for implement for the school.

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

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

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

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

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

LOCAL DISTRICT MONITORING

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
ROYBAL LC (1854401)	C	USMANI, SARAH W

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,160	87.80	33.00	1.00	10183 \$ 369,072 10397 \$ 0 10400 \$ 536,966 10405 \$ 10,867 Total \$ 916,905

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

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

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

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year</p>	<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>1 academic counselor to provide more direct guidance and support for students to ensure that students are enrolled in A-G courses leading to graduation, provide Tier I intervention for students with attendance below 96%, and provide support, guidance, and resources for students who are struggling in classes.</p>	<p>0</p>	<p>EL, RFEP, Low Income and Foster Youth</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%
<p>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</p>	<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>1 academic counselor to provide more direct guidance and support for students to ensure that students are enrolled in A-G courses leading to graduation, provide Tier I intervention for students with attendance below 96%, provide support, guidance, and resources for students who are struggling in classes, and to have more frequent high-quality interactions with parents and the community.</p> <p>1 assistant principal to increase the frequency and quality of communication with the parents and the community, including communication in Spanish as needed.</p>	<p>0</p>	<p>Low Income, EL, Foster Youth</p>	<ul style="list-style-type: none"> Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%
<p>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</p>	<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>1 assistant principal to assist in implementation of the Positive Behavior Support Plan, Consolidated Health and Safe School Plan, and all school and district policies to provide a safe and nurturing environment for all students. In the event of student misconduct, the assistant principal will provide Tier II and Tier III interventions, including referrals to Restorative Justice and other social-emotional support services to minimize the suspension rate in increase students' time in classes.</p>	<p>0</p>	<p>Low Income, Foster Youth and EL</p>	<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-NCLB T1 Schools (7S046) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10375 10375 - PROF DEV TCHR X-TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 5,765	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 5,765
10376 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 5,064	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 5,064
10377 10377 - TCHR RELEASE DAY/HRS	<input type="checkbox"/>	110001	0.00 13,094	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 13,094
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 4,389	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 4,389
107762 107762 - TCHR AST DEG TK NW/2* (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	3.00 55,365	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	3.00 55,365
11087 11087 - COUNS SEC X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	120024	0.00 4,752	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 4,752
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00 121,440	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 121,440
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	2.00 224,542	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	2.00 224,542
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 112,271	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	1.00 112,271
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 0	0.00 0	0.00 0	0.00 10,308	0.00 0	0.00 0	0.00 10,308
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	340101	0.00 5,100	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 5,100
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	430010	0.00 0	0.00 0	0.00 0	0.00 47	0.00 0	0.00 0	0.00 47
50003 50003 - OTH NON INSTRL CONT	<input checked="" type="checkbox"/>	580002	0.00 5,037	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 5,037

ROYBAL LC (1854401)

50174	<input type="checkbox"/>	580012	0.00	7,400	0.00	0	0.00	0	0.00	0	0.00	7,400
50174 - CURRICULAR TRIPS												
50243	<input type="checkbox"/>	580020	0.00	25,000	0.00	0	0.00	0	0.00	0	0.00	25,000
50243 - SOFTWARE LICNS MAINT												
40239	<input type="checkbox"/>	430098	0.00	5,952	0.00	0	0.00	105	0.00	0	0.00	6,057
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>	430009	0.00	3	0.00	0	0.00	0	0.00	0	0.00	3
PENDING DISTRIBUTION												
Total			6.00	595,174	0.00	0	0.00	10,460	0.00	0	6.00	605,634

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**