

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

GARFIELD SH (1867901)



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SCHOOL IDENTIFICATION

School Name: GARFIELD SH (1867901)

Local District: E

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

For additional information on our school programs contact the following:

Principal: CANTU, MARIO X

E-mail address: mcantu@lausd.net

SPSA Designee: JIMENEZ, LUPE

Position: ADVSR, CTEGORCL PGM

E-mail address: ljime5@lausd.net

School Address: 5101 E 6TH ST, LOS ANGELES, CA 90022

School Telephone Number: 3239815500

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.

ARTURO VALDEZ



04/06/2017

Typed name of Local District Director

E-Signature of Local District Director

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

Local District Director	ARTURO VALDEZ <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	04/06/2017 <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 type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	01/17/2017	Mauricio Leal	<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:

03/28/2017

School plan approval appears in SSC Minutes.

Date

Attested:

Alfonso Gil

Typed name of SSC chairperson



E-Signature of SSC chairperson

04/05/2017

Date

Please sign here

CANTU, MARIO X

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> 1,234,730</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> 21,700</u>
<input type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 0</u>
Total amount of categorical funds allocated to this school: \$ <u> 1,256,430</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.)

Garfield High School empowers its students with a high quality education in order to develop productive members of a global society.

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?)

Garfield High School will provide inquiry based and standards based instruction that prepares students for college and career through excellence in academics, arts, and athletics.

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/>

James A. Garfield High School is an urban school situated in East Los Angeles, an unincorporated section of Los Angeles County, California. The East Los Angeles region has long had a very high concentration of Hispanic residents, primarily of Mexican descent. With the constant entry of new waves of arrivals in the area, it is safe to project that the character and overall influence of the population will be in place for years to come.

The citizens of East Los Angeles are very aware and proud of their unique community. Garfield High School, which opened in 1925, is and, for generations, has been their high school. Garfield High School is highly regarded in the community for its strong academic and sports programs. The school is well known for the contributions of Jaime Escalante who, in the 1980s, helped build an exceptional advanced placement program. Garfield's sports program has also contributed to lifelong ties that span multi-generational loyalty. Garfield has a highly involved alumni community that continues to give back to current students through scholarships and donations.

The median family income of households in East Los Angeles is \$45,321. According to the 2009 U.S. Census data, 24.6% of all families had an income below the poverty level. Families with related children under 18 years had a poverty rate of 30.9%. In 2010-2011, 100% of Garfield High School's student body qualified for either free or reduced lunch which gave Garfield school-wide Title 1 status.

According to the U.S. Census Bureau data, a large portion of the East Los Angeles community lack post-secondary education. 27% of people 25 years and over earned a high school diploma or its equivalent, 19.6% completed 9th to 12th grade (but did not earn a high school diploma), and about 53.5% have completed less than a ninth grade education. Also, 3.40% have a bachelor's degree, 2.6% have an associate degree, and .09% have attained a graduate or professional degree.

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

Garfield High School is a comprehensive, one tracked, high school that serves students in grades 9-12.

3. Indicate student enrollment figures:

As of January 26, 2017 student enrollment is: 2,512

9.16% of our student population is classified as English Learners, 12% Students with Disabilities, 0.6% Foster Youth, and 23% Gifted.

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

Socioeconomically Disadvantaged
Title 1 Ranking for 2015-2016: 91.24%
Title 1 Ranking for 2016-2017: 88.23%

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

The Garfield community is homogenous in the following areas: language (Spanish), religion (Roman Catholic), occupation (blue collar) and family size (extended).
The ethnic make-up (according to the School Accountability Report, published 2015-2016 of the Garfield community is:

- 0.1% - American Indian or Alaskan Native
- 0.1% - Asian
- 0.8% - Black or African American
- 98.3% - Hispanic or Latino
- 0.6% - White

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:

Individual student assessment results will be shared with parents through school mail, a parent meeting on CAASPP and how to read their son/daughters results. The meeting will be conducted and material printed in the parents' primary language.

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

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

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

Other important characteristics of the school:

The implementation of Small Learning Communities (SLCs) at Garfield began in 2003 when the school applied for the U.S. Department of Education Small Learning Communities Grant. In 2004-2005 Garfield became part of the Cohort 4 award for LAUSD. The first year was the planning year in which the faculty, staff, students, and parents met to design a plan for SLCs at Garfield. Starting in the 2005-2006 school year, all incoming 9th graders were placed in an SLC. Each year a new grade was added and by 2008-2009 all Garfield students were assigned to an SLC.

During the 2009 WASC visit, Garfield consisted of ten SLCs. As Garfield prepared to become a traditional calendar school in 2009--which meant that it would lose at least one-third of its students and faculty, it consolidated its SLCs. Some SLCs were dissolved and some merged with others to create new ones. At the end of spring 2010, all of the Garfield students were given the opportunity to select the SLC of their choice.

Currently, Garfield consists of four SLCs: Global Scholars, Humanitas Academy of Leadership and Law, Career and Performing Arts Academy, University Preparatory Program, and a Computer Science Magnet. Each SLC is a unique academic community with its own personalized vision and mission, programs, activities and clubs. Students select an SLC that fits his or her unique interests. Each SLC places emphasis on shared-decision making and responsibility for student achievement. In order to sustain a collaborative and supportive culture, teachers work within the SLC in content and grade level teams. During SLC meetings, teachers are provided with professional learning and planning time to meet the needs of all students.

In the Spring of 2017, Garfield High School was recognized for its academic achievement on the 2016 Smarter Balance standardized testing by the California Department of Education.

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:

The Visiting Committee noted the following areas of strength:

- Garfield maintains processes to ensure involvement of the entire school community in the development and refinement of the vision, mission, and school-wide learner outcomes.
- Garfield is actively addressing the identified critical learner needs.
- Advisory provides teachers with a pathway to build a connection with their students and develop a relationship.
- Professional Development and PLCs have been implemented to strengthen faculty movement towards Common Core implementation in the classroom.
- Assessment results have caused changes in the school program through the use of CELDT, and Interim Assessment data which are used to meet student scheduling needs.
- There is a strong tradition and student involvement. Students have a lot of opportunities to socialize in different clubs and participate in different governing boards.
- Parent outreach and engagement are extraordinary. Many opportunities exist for parents to impact the school culture and decision making through meetings, workshops, and volunteer work.

The Visiting Committee concurred with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

- Improve reclassification rates for Long-Term English Language Learners (LTELs)
- Improve literacy across the curriculum via the integration of the common core curriculum

The Visiting Committee has identified no additional areas that need to be strengthened.

The ACS WASC Commissioners determined James A. Garfield High School met the ACS WASC criteria for accreditation. Garfield High School was granted Six-Year Accreditation Status with a Mid-cycle one-day visit through June 30, 2021.

James A. Garfield High School is required to prepare a Mid-Cycle Progress Report for the Mid-cycle visit. The report and visit should demonstrate that the school has:

- Addressed the critical areas for follow-up throughout the schoolwide action plan
- Made appropriate progress in the implementation of the schoolwide action plan
- Improved student achievement relative to the schoolwide learner outcomes and the academic standards.

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	Reviewed the results of the 2016 School Experience Survey, 2015-2016 School Report Card, the measurable objectives on the 2016-2017 Single Plan, Fall 2016 semester final grades, 2016 ELA & Math Smarter Balanced Assessment results. Set measurable objectives for each of the goals for the 2017-2018 SPSA.	10/13/2016, 02/09/2017, 11/17/2016, 12/08/2016, 01/26/2017
<input checked="" type="checkbox"/> Other: Leadership Team	Reviewed the results of the 2016 School Experience Survey, 2015-2016 School Report Card, the measurable objectives on the 2016-2017 Single Plan, 2016 ELA & Math Smarter Balanced Assessment results. Provided input for the measurable objectives for each of the goals for the 2017-2018 SPSA.	02/17/2017
<input checked="" type="checkbox"/> English Learner Advisory Committee	Reviewed the 2015-2016 Report Card and the measurable objectives on the 2016-2017 Single Plan.	01/17/2017

**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 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 school's graduation rate based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

Data

- According to the 2015-2016 School Report Card-Goal 1: 100% Graduation- 89% of our students graduated in four years, a 2% increase from 2014-2015. Of those graduating, 50% were on track to pass all A-G courses with a 'C' or better.
- According to a MyData report on the Graduation Progress, Spring 2016-2017, 63% of students in the Class of 2017 are on track to graduate (as of February 11, 2017). Students are on-track towards graduation if they are meeting current semester benchmarks for the following academic requirements: A-G 'D' or better, CDE, health, and credits. The Service Learning and Career Pathway requirements are not included.
- According to the 2015-2016 School Report Card-Goal 1: 100% Graduation-17% of students were enrolled in at least one AP course. The number of students enrolled in our school's AP program did not change from 2014-2015. Of those enrolled in an AP course, 50% passed with a '3' or better, an increase of 3% from the previous year.
- According to the 2016 School Experience Survey, 29% of students said they met with someone on the school staff to discuss their Individual Graduation Plan (IGP) and 49% of parents reported having had a meeting with someone on the school staff to discuss their child's IGP.

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

Summary of Issues

- Twenty-six percent of students who are to graduate in 2017 are not on track to pass their A-G courses with a 'C' or better. A student's GPA will impact his/her eligibility index for admission to a UC/CSU campus.
- In the last two years, the number of students enrolled in AP courses has remained below the LAUSD average. There is a need to grow the program and the courses offered. There is also a need to discuss the demands and commitment of the AP program with staff, students, and parents.
- The School Experience Survey results indicate that our school needs to improve communicating with staff, students and involving parents with Individual Graduation Plan (IGP) meetings. Although staff may be meeting with students and parents, there needs to be a common language that is used during "IGP" meetings.

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

N/A

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

The goal for increasing the percent of students passing their A-G courses with a 'C' or better was met because of greater communication with staff, students, and parents on the LAUSD A-G graduation requirements. Academic Counselors visited classrooms and made presentations regarding A-G graduation requirements. Parents attended informational meetings facilitated by the APCSC, Academic Counselors, and College Advisor informing them of the A-G requirements and college/university entrance requirements.

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 goal for increasing the number of students enrolled in an A.P. course was not met. Last year a student/parent commitment form was created and multiple parent and student meetings were held to inform students and parents of the rigor and demands of the A.P. program. Next steps will include creating vertical alignment of the Pre-AP and AP courses to support the transition from Honors to the AP program through teacher teams. Also, we will attempt "looping" of the Pre-AP and the AP course. We will also personalize the summer component for each AP course. AP teachers will be given the opportunity to meet with their perspective students and review their syllabus and expectations. All students will receive the same summer readings and assignments.

A significant number of parents and students did not agree that they had a meeting with a school staff to discuss their child's/their Individual Graduation Plan (IGP). Although counselors are meeting with students to discuss their track to graduation, the information is not being shared with the home. Next steps include mailing the IGP home and collecting a parent/guardian signature of acknowledgement and receipt and input into MiSiS and document into the student's file.

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

- By June 2018, the percent of students passing their A-G courses with a 'C' or better will increase to 55% as reported in our school's 2017-2018 Report Card.
- By June 2018, the percent of students enrolled in at least one Advanced Placement courses will increase to 20% as reported in our school's 2017-2018 Report Card.
- By June 2018, the percent of students who earn a qualifying score of '3' or higher on an AP exam will increase to 53% as reported in our school's 2017-2018 Report Card.
- By June 2018, the percent of students who agree they have discussed their Individual Graduation Plan (IGP) will increase to 50% and the percentage of parents who agree they have met with someone at the school to discuss their child's IGP will also increase to 50% as reported in our school's 2017-2018 Report Card.

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

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Content groups will meet during common planning time to review quarterly grades by discipline and develop lessons that include interventions and enrichment activities. Teachers will collaborate to develop lessons that will increase the engagement and learning for all students. Teachers will establish a common grading scale across all disciplines.	08/15/2017 06/07/2018	Course syllabi will be uniform across disciplines to facilitate the transfer of grades between classes. The Data Coordinator will collate grade data and distribute to teachers for analysis. Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported to the Deans.
Teachers will be trained in Kagan Structures, research-based instructional strategies which increase engagement and learning for all students. Teachers will develop lessons that actively engage students, focus on cooperative learning multiple intelligences, classbuilding and teambuilding.	08/15/2017 06/07/2018	Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported to the Deans.
The APSCS, Academic Counselors, and the Counselor Assistant will monitor student progress toward graduation and completion of A-G courses with a 'C' or better. Quarterly grade reports will be generated and analyzed to track student progress.	08/15/2017 06/07/2018	All students, grades 9-12th, will have an updated Academic Progress Report in their portfolio as monitored by the Advisory teacher. The Principal, Administrative Team, Academic Counselors, Counselor Assistant, Data Coordinator, Categorical Program, Advisor, and SLC Leads will monitor and support Advisory teachers in this monthly progress monitoring. The Data Coordinator will produce and distribute grade reports to the Administrative team, Academic Counselors, Counselor Assistant, Advisory teachers, and other support staff.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The APSCS, Academic Counselors, and the Counselor Assistant will provide professional development to teachers on the A-G & LAUSD graduation requirements, reading a student transcript and completing an Individual Graduation Plan (IGP).</p>	<p>08/15/2017 06/07/2018</p>	<p>Once a semester, all students will have an annual IGP meeting that is reviewed with their Academic Counselor/Counselor Assistant and their parent. All students, grades 9-12th, will have an updated IGP in their Portfolio as monitored by the Advisory teacher. Advisory rosters will be created and teachers will be asked to track which students return their IGP, along with their parents' signature of acknowledgement. Contact will be made with parents of students who have not returned their IGP. The Principal, Administrative Team, Academic Counselors, Counselor Assistant, Data Coordinator, Categorical Program, Advisor, and SLC Leads will monitor and support Advisory teachers in this monthly progress monitoring toward graduation. The Counselor Assistant, Office Technician, Parent Resource Liaison and Community Representative will assist in contacting parents of students who do not return their parent's signature of acknowledgment of their child's IGPs.</p>
<p>AP teachers and Pre-AP teachers will attend College Board approved professional development to be able to enhance their teaching and engage students in high-level learning by developing skills, habits of mind, and concepts that are needed to succeed in college. The Principal, Administrative Team, and AP Program Coordinator will develop and support AP and Pre-AP vertical teams. The APSCS will create multiple opportunities on the master for students to enroll in AP and Pre-AP courses. Our school will improve the AP program in order to support the college readiness of our students.</p>	<p>08/15/2017 06/07/2018</p>	<p>The number of students enrolled in an AP class and those scoring a '3' or higher on an AP exam will increase. The percentage of students enrolled in an AP course and the number of students earning a '3' in an AP test will determine the effectiveness of student Pre-AP preparation, and teacher preparation and support as reported on the School Report Card. The AP Program Coordinator will monitor student progress in AP courses and the registration for and administration of AP exams at the school site.</p>
<p>The College Advisor will facilitate professional development for staff on the UC/CSU entrance requirements, entrance exams, and completion of the Free Application for Federal Student Aid (FAFSA). Teachers will be knowledgeable in order to better support student success in their college and career readiness. Staff on this campus will expect students to go to and graduate from college.</p>	<p>08/15/2017 06/07/2018</p>	<p>There will be an increase of students planning to complete a 4-year college degree or higher as reported on the school's Report Card. There will also be an increase in the number of students who apply for financial aid and scholarships. The College Advisor will support students in completing their college applications and financial aid.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will be trained in Schoology in order to improve student progress monitoring and parent engagement. Schoology in association with LAUSDs PASSPORT will become the platform used to communicate student progress and attendance.	08/15/2017 06/07/2018	Report cards will also be mailed home to parents every 5 weeks. Schoology will serve as the platform for teacher-parent ongoing communication. The percentage of students passing their A-G courses with a 'C' or better will increase each Quarter. Quarterly reports will be generated by the Data Coordinator and disseminated to the Administrative Team, Academic Counselors, and Advisory Teachers.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
During the Advisory period, teachers will monitor student progress every 5 weeks. Each student will keep an Academic Progress Report in which they will record their grades, calculate their GPA, and monitor their credits. Students will also receive quarterly reports on attendance. Quarterly grades and attendance reports will be generated, printed, collated, and provided to Advisory teachers, Academic Counselors, Counselor Assistant, and the Administrative Team by the Intervention/Prevention Support Coordinator.	08/15/2017 06/07/2018	The percentage of students passing their A-G courses with a 'C' or better will increase each Quarter. The Data Coordinator will generate and disseminate quarterly grade to the Administrative Team, Academic Counselors, and Advisory Teachers.
During the Advisory period, teachers will provide each student with a copy of their current transcript and guide students in completing their IGP. Recommendations for enrichment, intervention, and credit recovery will be provided. Students also reflect on their academic progress and set short and long term goals. Students will then be asked to share their IGP with their parents and have their parents acknowledge their review with a signature. Advisory teachers will keep a portfolio for each student and revisit the IGP each semester.	08/15/2017 06/07/2018	The percentage of students and parents agreeing that they met with someone on the school staff to discuss their or their child's Individual Graduation Plan will increase on the School Experience Survey. IGPs will be mailed home by each Academic Counselor. Students will be expected to return their IGP to their Advisory teacher. Advisory rosters will be created to track student participation.
The school's block schedule will allow maximal instructional time. All ELA, Math, and 9th grade Science classes will continue to meet for 90 minutes every day. Categorical funds will be used to maintain a lower class size in 9th and 10th grade classes and in classes specifically designed for ELs, SWDs, Migrant and Socially Economically Disadvantaged students.	08/15/2017 06/07/2018	The percentage of students passing their A-G courses with a 'C' or better will increase each Quarter. The APSCS will create a master schedule for 9th & 10th grade classes with smaller class sizes. Students in these targeted groups will receive differentiated instruction and additional support from Teacher Assistants.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>On a Quarterly basis, Academic Counselors will visit ELA classrooms to review Individual Graduation Plans and pre-program students in their A-G, Advanced Placement, and intervention courses such as Saturday and Summer School.</p>	<p>08/15/2017 06/07/2018</p>	<p>The percentage of students enrolled in an AP course and the number of students earning a '3' in an AP test will determine the effectiveness of student Pre-AP preparation, and teacher preparation and support as reported on the School Report Card. The AP Program Coordinator will monitor student progress in AP courses and the registration for and administration of AP exams at the school site.</p>
<p>In order to increase student achievement, improve student literacy across all curriculums, enhance student learning experiences, and engage students, supplemental Instructional materials will be purchased to supplement the instructional program in history/social science and science. Funds will be used to purchase the following items: classroom library books, resource books, workbooks, teaching globes, social studies and science games, social studies maps, social studies and science posters & charts, comprehension cards, audio books, hands-on activities, primary source magnetic posters, word walls, pocket charts, bulletin board sets, charts, manipulatives, instructional videos/media, write & wipe lapboards, reference & interactive learning cards, timers, reading lens magnifier, instructional software, flashcards, buzzers, activity kits, chemistry kits, biology kits, physics kits, environmental study kits, biotechnology kits, simulation kits, lab activities, building kits, demonstration kits, activity supplies, balances, lab safety/body protection gear, microvideo/microscopes & optics, batteries, goggles, latex gloves, plastic bottles, bar magnets, dissection equipment & kits, probeware sensors & systems, science chemicals, thermometers, graduated cylinders, test tubes, molecular models, torso models, 3D models, skeletons/skulls, glass stirring rods, indicator paper, litmus paper, acids & bases kits, magnetic compass, medicine dropper, glass slides, plastic cover slips, pointed tweezers, glass and plastic labware/meters, parafilm, physical science apparatus.</p>	<p>08/15/2017 06/07/2018</p>	<p>The ELA and Math SBAC summative results will demonstrate the effectiveness of SIM funds. The Categorical Program Advisor will monitor the expenditures to support the school's instructional program. Funds will be invested in the four content groups.</p>
<p>Curricular trips will encourage students to pursue post-secondary education. Science and Social Studies teachers and the College Advisor will utilize Curricular trips to provide real-world connections and opportunities for students to further develop their academic language, and their college and career readiness. Admission tickets and LAUSD buses will be purchased to museums and college campuses to reinforce themes/concepts presented in the Science and Social Studies classroom and to expose and motivate students to pursue post-secondary education. LAUSD pre-approved destinations include:</p> <ul style="list-style-type: none"> • The Los Angeles Zoo • The California Science Center • The Museum of Tolerance • The Getty Museum • The Ronald Reagan Library • The Natural History Museum • La Brea Tar Pits • Pt. Fermin Outdoor Education Center • Hyperion Water Treatment Plant • Zuma Canyon 	<p>08/15/2017 06/07/2018</p>	<p>The percentage of students planning to complete a 4-year college degree or higher will increase as reported on the school's Report Card. There will also be an increase in the number of students who apply for financial aid and scholarships. The College Advisor will support students in completing their college applications and financial aid.</p>
<p>In an effort to improve the number of students enrolled in an AP class and the number of students passing an AP test with a '3' or better, Pre-AP students will "loop" with the same teacher for the AP course.</p>	<p>08/15/2017 06/07/2018</p>	<p>The percentage of students enrolled in an AP course and the number of students earning a '3' in an AP test will increase as reported on the 2016-2017 School Report Card. This will also be a measure of the effectiveness of 'looping' and teacher preparation. The AP Program Coordinator will monitor student progress in AP courses and the registration for and administration of AP exams at the school site.</p>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Students will have access to staff and resource centers before and after school at least 32 weeks of the school year. Credentialed teachers, school Librarian, and Teacher Assistants will provide academic tutoring in the core subjects (Math, ELA, Science, Social Studies) after school in the library. The Writing Center will support students with their writing and multimedia projects. The Media Center will provide access to desktop computers, laptops, the Internet, Digital Library, online tutoring eBooks, a printer, and a copy machine.	08/15/2017 06/07/2018	Attendance rosters will be used to determine the participation rate of students accessing these after school resources. The Categorical Program Advisor will monitor the attendance rosters and the promotion of these resources to staff, students, and parents.
Students in need of intervention will be identified after the 1st Quarter Progress Report. Academic Counselors will monitor student progress in fulfilling their graduation requirements through ongoing meetings with students. These progress monitoring meetings will be logged and documented in each student's file and on MiSiS.	08/15/2017 06/07/2018	The percentage of students passing their A-G courses with a 'C' or better will increase each Quarter. Teachers will monitor student progress each quarter. Tier 1 Teacher Referrals will be mailed home by the Categorical Program Advisor. Referrals will be filed and a copy provided to the teacher as evidence of their intervention.
Students will have opportunity to recover credits during Saturday School. Students will attend 60 hours of instruction to recover 5.0 credits of a core class needed to fulfill their A-G graduation requirements and Individual Graduation Plan. In addition, the Data Coordinator will monitor student progress toward graduation by generating, printing, collating and distributing grade and credit reports to Academic Counselors, Counselor Assistant, Principal & Administrative Team, Advisory Teachers, Parent Resource Liaison, Community Representative, and Office Technician.	08/15/2017 06/07/2018	Attendance rosters will be used to determine the participation rate of students. Each Saturday, attendance rosters will be collected and Academic Counselors, Parent Resource Liaison, Community Representatives, and Educational Aide will contact parents/guardians of students who are absent to keep parents informed of students participation and progress.
Students with enough credits will have the opportunity to enroll in online APEX Learning classes to recover A-G credits during the school day and be on track to graduate on time. The APEX teacher will monitor student progress toward graduation. The APEX teacher will generate reports for the Administrative Team, Academic Counselors, Counselor Assistant, and support staff.	08/15/2017 06/07/2018	More students will be on track to graduate on time. The APSCS, Academic Counselors, and Counseling Assistants will monitor student progress toward graduation. The school's block schedule allows for students to enroll in APEX during the regular school day.
Students with enough credits, and as recommended by their teachers, will serve as Peer Advisors in intervention core classes in exchange for community service hours, attendance credit, graduation and cap and gown fees. The APSCS and Academic Counselors will program Peer Advisors in 9th & 10th grade Intervention classes to provide additional support. Peer Advisors will be utilized to provide additional support in the classroom for at-risk students, SWDs, and ELs under the direct supervision of a highly qualified teacher.	08/15/2017 06/07/2018	Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported to the Deans.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
At-risk students will be identified and monitored. Parents will be contacted personally and provided with information and resources (study skills, tutoring, counseling) by support staff. Student progress data toward graduation will be generated and distributed to Academic Counselors, Counselor Assistant, Principal & Administrative Team, Advisory Teachers, Parent Resource Liaison, Community Representative, and Office Technician.	08/15/2017 06/07/2018	More students will be on track to graduate on time. Academic Counselors and Counseling Assistants will monitor student progress in fulfilling their graduation requirements through ongoing meetings with students. These progress monitoring meetings will be logged and documented in each students file and on MiSiS. Parent Resource Liaison, Community Representative, and Office Technician will monitor academic progress of students at risk and update parents/guardians of progress and make personal invitations to academic intervention meetings.
Clerical X-time will provide clerical services outside of the basic assignment to provide credit recovery information to at-risk students and their parents beginning in summer 2017. The Parent Resource Liaison and Office Technician will provide credit recovery information to students and parents.	06/12/2017 06/07/2018	More students will be on track to graduate on time. The percentage of students passing their A-G courses with a 'C' or better will increase each Quarter. Parent Resource Liaison, Community Representative, and Office Technician will monitor academic progress of students at risk and update parents/guardians of progress and make personal invitations to academic intervention meetings.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	10,378		100
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21468 - CLERICAL X-TIME	21468	3,281	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will encourage and support parents in participating in the education of their child. The Principal or designee will engage parents through monthly Coffee & Data with the Principal. The Principal will review and analyze data such as: <ul style="list-style-type: none"> • A.P. passing rates (Sept 2017) • School Experience Survey Results (Dec 2017) • Graduation Progress (Jan 2018 & March 2018) • School Report Card (February 2018) 	08/15/2017 06/07/2018	Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will be informed of the LAUSD and A-G graduation requirement and the Individual Growth Plan (IGP). Parents will participate in workshops facilitated by the APSCS, Academic Counselors, and Counselor Assistants.</p> <ul style="list-style-type: none"> • A-G & LAUSD Graduation Requirements (Sept 2017) • I.G.P. (Sept 2017) 	08/15/2017 06/07/2018	<p>The number of IGPs returned with parent acknowledgement signatures will confirm that parents are aware of their child's IGP. Advisory teachers will keep student IGPs in their portfolio and will be revisited each month.</p> <p>The Academic Counselors and Counselor Assistants will invite parents to review their child's IGP. Their signature will be required on the IGP. This will be input into MiSiS and the IGP will be kept in file with the Academic Counselor.</p>
<p>Parents will receive reports on student progress every 5 weeks. Report cards will be distributed to parents during the evening of Parent-Teacher Conferences. Progress report cards will also be mailed home to keep parents informed of student progress toward graduation. Parents will have the opportunity to meet with teachers, Academic Counselors, Administrators, and other support staff during Open House/Back to School and Parent Conferences. The Parent Resource Liaison and Community Representative will provide additional support to parents who need to schedule a conference with teachers, Academic Counselors, support staff, or members of the Administrative Team.</p>	08/15/2017 06/07/2018	<p>The percentage of students passing their A-G courses with a 'C' or better will increase each quarter. Quarterly grade reports will be mailed home and generated and distributed to Advisory teachers for progress monitoring.</p>
<p>Parents will be informed of college entrance requirements, college readiness (EAP) and admission requirements for the California State University and University of California systems (as well as other post-secondary educational institutions) and financial aid. Parents will participate in workshops facilitated by the College Advisor.</p>	08/15/2017 06/07/2018	<p>Attendance rosters will be used to determine the participation rate of parents and students to the informational meetings and the effectiveness of our communication.</p> <p>The number of students planning to attend a 4-year college will increase as reported on the School Experience Survey.</p>
<p>Parents will be informed of the demands and commitments of the AP program at our school. Parents will attend informational meetings facilitated by the Principal, Administrative Team, APSCS, AP Program Coordinator, and Academic Counselors. Parents will need to sign their child's AP Commitment Form.</p>	08/15/2017 06/07/2018	<p>Attendance rosters will be used to determine the participation rate of parents and students to the informational meetings and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will maintain and file sign ins.</p> <p>The number of AP commitment forms collected by the AP Program Coordinator will guide the creation of the master schedule by the APSCS.</p>
<p>Parents will be informed of the resources available beyond the regular school day to support the academic success of their child in their core classes. Parents will be invited to attend the Annual Title 1 Meeting facilitated by the Categorical Program Advisor. Parents will receive information about the services funded by the Title 1 Program to promote the academic progress of their child such as after school tutoring and resources centers such as Media and Writing Center, and Saturday School intervention. Written communication and materials will be duplicated for distribution to parents for trainings and for school mailings.</p>	08/15/2017 06/07/2018	<p>Attendance rosters will be used to determine the participation rate of parents and students to the informational meetings and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will maintain and file sign ins. The Categorical Program Advisor will facilitate the Annual Title 1 Meeting with Title 1 parents. The sign in will be collected and uploaded to the Principal's Portal and filed for 5 years.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Pupil Services and Attendance (PSA Counselor) will enforce the Senior Attendance Policy through a student-parent contract. 12th grade students will not be absent more than 7 days in a school year. Parents will review and acknowledge with their signature their review and support of the policy.	08/15/2017 06/07/2018	There will be a higher percentage of 12th grade students attending 96% or more of the time. Students will not be allowed to participate in senior activities if they are absent more than 7 days. The PSA Counselor will monitor 12th grade attendance.
The Parent Resource Liaison and Community Representative will be trained by the APSCS, Academic Counselors, the AP Program Coordinator, and College Advisor to assist parents with graduation information, college entrance requirements, financial aid, and the Advanced Placement Program at our school.	08/15/2017 06/07/2018	A higher percent of parents and guardians will agree that they understand how to help their child apply to college and apply for financial aid as reported on the School Experience Survey. The Parent Resource Liaison and Community Representative will maintain and file sign ins of monthly meetings facilitated by the APSCS and Academic Counselors.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	26594 - PRNT RSR LIASN C1T/7 (8 Hrs / 5 Days)	26594	66,652	1.00	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 type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input 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: California Department of Education CAASPP Test Results for English Language Arts/Literacy and Mathematics

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.).

Data

- According to the California Department of Education CAASPP Test Results for English Language Arts/Literacy for James A. Garfield, 64% of students met or exceeded the ELA Common Core State Standards (CCSS) on the SBAC summative assessment, a 3% increase from the previous year.
- According to our school's 2015-2016 Report Card, 26% of students exceeded the college readiness standards on the Early Assessment Program (EAP) in English Language Arts (ELA). That was a 6% increase from the year before.
- According to the results of the 2016 School Experience Survey, overall, 23% of students neither disagreed or agreed that their learning in ELA, Math, Science and History is relevant to real life people and situations.
- According to the results of the Fall 2016 ELA Fall Interim Assessment (Reading Informational Text Block), of the 598 11th grade students tested, 30% scored Above Standard, 47% scored Near Standard, and 23% scored Below Standard.
- Based on the Fall 2016 Final Quarter/Semester grades, 73.7% of students passed their ELA class with a 'C' or better. Of the grades reported for 11th grade students, 69% passed their English class with a 'C' or better.

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

Summary or Issues

- The results of the Fall ELA Interim Assessment indicate that 70% of 11th grade students who participated in the Fall Interim Assessment scored Near or Below the Common Core State Standards. This was the first time this group of 11th grade students participated in an ELA Smarter Balanced formative assessments. There is need for students to practice their technical skills on the CAASPP secure browser and the need for teachers to develop lessons with target Smarter Balanced vocabulary and varying DOK questions.
- Literacy needs to be incorporated across the curriculum in all content areas. Literacy is not only taught in the ELA class.
- An achievement gap exists. Individual student needs must be addressed by differentiating instruction to close the achievement gap between ELs, SWDs, ELs with Disabilities, GATE students, and SELs.
- Clear objectives and expectations must be provided along with high-quality, rigorous instruction and curriculum that is meaningful, engaging, and relevant to 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.

- Our student performance on the ELA SBAC shows a steady annual increase in the percent of students meeting or exceeding the Common Core State Standards. The support of the Instructional Coach in the delivery of rigorous CCSS aligned lessons has improved literacy not only in ELA classes but in the other content areas. The Instructional Coach has trained teachers and deepened their understanding of California's Assessment of Student Performance and Progress system, the summative and formative assessments, and resources available to prepare students to be college ready. The Instructional Coach has provided professional development (including non-ELA teachers) to further develop literacy background and acquire new instructional strategies to assist students in meeting the ELA/Literacy standards.
- Participating in periodic Interim Assessments shows an increase in students' technical proficiency and achievement.

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

N/A

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

By June 2018, there will be an increase in the percent of 11th grade students who meet or exceed the Common Core ELA Standards on the Smarter Balanced Summative Assessment to 71% as reported in our school's 2017-2018 Report Card.

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

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

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will receive professional development in all core subject areas around the English Language Arts/Literacy Common Core State Standards (CCSS) and appropriate instructional strategies to assist students to meet the standards. They will use interim Assessment data to monitor mastery of the CCSS. Teachers will examine Interim Assessment Blocks and available resources on caaspp.org, such as the Digital Library, during common planning time, content meetings, and professional development to create rigorous CCSS aligned assignments, projects, and assessments to improve student literacy. Professional development will be facilitated by the Administrative Team and the Instructional Leadership Team composed of the Instructional Coaches, Categorical Program Advisor (CPA), English Learner Designee, the Title III Coach, and teachers.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment. The Data Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to Administrative Team, College Advisor, and ELA teachers to analyze and inform their instruction.
Teachers will meet during the day (weekly) as Professional Learning Communities (PLCs) to meet and plan collaboratively (during their common conference period), participate in professional development, participate in data analysis, conduct peer reviews and classroom observations, analyze student work and schoolwide data and goals.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment. The Instructional Coach and Data Coordinator will collate Smarter Balanced Interim Assessment and SBAC data for distribution to ELA teachers to analyze and inform their instruction.
Teachers will be trained in Kagan Structures, research-based instructional strategies which increase engagement and learning for all students. Teachers will develop lessons that actively engage students, focus on cooperative learning, multiple intelligences, and classbuilding and teambuilding.	08/15/2017 06/07/2018	Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported to the Deans.
The Administrative Team, the Leadership and Instructional Teams, Categorical Program Advisor, and Support Staff will meet (during the day, after school, during the summer, after school, and on Saturdays) to plan and monitor the effectiveness of Professional Development and the School's Instructional Program and analyze school wide data and goals and monitor our progress toward the school's SPSA measureable objectives.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment. The Instructional Coach and Data Coordinator will collate Smarter Balanced Interim Assessment and SBAC data for distribution to ELA teachers to analyze and inform their instruction.
Teachers will utilize the Smarter Balanced Interim Assessments (one per semester) and SBAC Practice Tests (weekly) to improve student readiness and technology literacy with the Smarter Balanced Assessment System. The Data Coordinator will generate Interim Assessment results and provide the data to The Principal, Administrative Team, teachers, and Instructional Coaches. The Instructional Coach (with differential) will analyze and review Interim Assessments data with teachers across the curriculum during common meeting time. The data will be used to design interventions and enrichment lessons and activities.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment. The Instructional Coach and Data Coordinator will collate Smarter Balanced Interim Assessment and SBAC data for distribution to ELA teachers to analyze and inform their instruction.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will use CCSS-aligned formative and interim assessment data to create major writing assignments to improve the literacy skills of students. Students and teachers will have access to Turnitin® to assist throughout the writing process to promote critical thinking, ensure academic integrity, and improve student writing.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment. The Instructional Coach will provide the writing prompts and set the windows for the major writing task each semester for each grade level. The Instructional Coach will assist and support teachers through observation and collaborative modeling.
Teachers will collaborate as vertical teams at least once a month to design interdisciplinary lessons that are aligned to the ELA Common Core State Standards. Vertical teams will include teachers from the four core subjects. Teams will develop units and lessons that embed the four Claims- listening, speaking, reading and writing in daily instruction. Vertical teams will implement common instructional strategies, Kagan Structures, and scaffolds, literacy strategies, and common formative and summative assessments across the curriculum.	08/15/2017 06/07/2018	Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported to the Deans.
Teachers will examine the ELD standards and their alignment to the ELA CCSS and receive training in appropriate instructional strategies to assist students to meet the standards. Teachers will continue to receive professional development in the use of academic conversations, language objectives, language domains, and instructional scaffolds to meet the academic needs of ELs, and ELs with disabilities. Professional development will be facilitated by the English Learner Designee and the Title III Coach.	08/15/2017 06/07/2018	There will be an increase in the scores of ELs, SELs, ELs with disabilities, and SWDs on the ELA Smarter Balanced summative assessment. The Instructional Coach will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including ELs, SELs, SWDs, socioeconomically disadvantaged students and GATE students.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	13297	58,151	1.00	50
CE-NCLB T1 Schools (7S046)	10246 - DIFF INSTL COACH SEC	10246	910		100
CE-NCLB T1 Schools (7S046)	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	117360	116,303	1.00	100

Focus Area:

Effective Classroom Instruction

Academic : English Language Arts

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school's block schedule will allow maximal instructional time. All ELA classes will continue to meet for 90 minutes every day. Categorical funds will be used to maintain a lower class size in 9th and 10th grade classes and in classes specifically designed for ELs, SWDs, Migrant and Socially Economically Disadvantaged students. The APSCS will create a master schedule for 9th & 10th grade classes with smaller class sizes. Students in these targeted groups will receive differentiated instruction and supports from a Teacher Assistant.</p>	<p>08/15/2017 06/07/2018</p>	<p>The effectiveness of the class size reduction will be reflected in quarter/semester academic grades. The Data Coordinator will generate, print, collate and distribute grade and credit reports to Academic Counselors, Counselor Assistant, Principal & Administrative Team and Advisory Teachers. The APSCS and Academic Counselors will monitor student progress toward graduation.</p>
<p>ELA teachers will include language objectives in their daily lessons along with content objectives. Teachers will use instructional scaffolds to differentiate lesson for ELD and LTEL students and imbed the four language domains: listening, speaking, reading, and writing. Students will use the Construction Conversational strategy to build academic conversations in the classroom.</p>	<p>08/15/2017 06/07/2018</p>	<p>The effectiveness of language objectives will be reflected in quarter/semester academic grades. The Data Coordinator will generate, print, collate and distribute grade and credit reports to Academic Counselors, Counselor Assistant, Principal & Administrative Team, English Designee, Title III Coach, and ELD/LTEL teachers. The APSCS, Academic Counselors, and Counselor Assistants will monitor student progress toward graduation.</p>
<p>The Information System Support Assistant (ISSA) will maintain the school's technology (mobile laptop carts, iPad carts, computer labs) to ensure that technology is accessible by all students to develop literacy and technology skills. The ISSA will also provide tech support for classroom instructional equipment and connectivity and networking issues for daily classroom instruction.</p>	<p>08/15/2017 06/07/2018</p>	<p>There will be an increase in the number of 11th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment. Their proficiency with the technology will positively affect their SBAC scores. The Categorical Program Advisor, Teacher Assistants, and Instructional Coaches will create testing schedules and support ELA teachers in the administration of the assessments on caaspp.org.</p>
<p>In order to increase student achievement, improve student literacy across all curriculums, enhance student learning experiences, and engage students, supplemental Instructional materials will be purchased to supplement the instructional program in English. The funds will be used to purchase classroom library books, resource books, audio books, workbooks, novels, English charts, English posters, display posters, bulletin board sets, reference & interactive learning cards, instructional software & media, reading lens magnifier, flashcards, index cards, composition books, wordbooks, journals, chart paper, easel pads, write & wipe lapboards, word walls, headsets, pocket charts, reader strips, Facebook template page, newspaper article template, English games and activities, Twitter template, literacy mats, magnetic lined paper, sentence strips, timers, buzzers.</p>	<p>08/15/2017 06/07/2018</p>	<p>The effectiveness of supplemental instructional materials (SIM) will be reflected in quarter/semester academic grades. SBAC summative results. The Categorical Program Advisor will monitor the expenditures to support the school's instructional program. The Data Coordinator will generate, print, collate and distribute grade and credit reports to Academic Counselors, Counselor Assistant, Principal & Administrative Team, Advisory Teachers, Parent Resource Liaison, and Community Representative. The APSCS and Academic Counselors will monitor student progress toward graduation.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Our library will serve as a resource center that provides students with additional opportunities to conduct research and develop reading skills through use of the Scholastic Reading Inventory (SRI), Scholastic Reading Counts, and Accelerated Reader Program. The School Librarian will coordinate academic support with teachers and head online reading campaign. The School Librarian will schedule SRI testing and support teachers and students in accessing LAUSDs Digital Library and other primary and secondary sources.	08/15/2017 06/07/2018	The effectiveness of the resources and services available in the Library will reflect on the quarterly/semester academic grades of students. The library will be made accessible from Monday-Friday, before, during, and after school. The Librarian will provide SRI data to the Administrative Team and ELA teachers.
Teacher Assistants will be utilized to provide additional support in ELA classes, including primary language support for at-risk students and EL students, under the direct supervision of highly qualified teachers. TAs will provide reinforcement and support of instruction, one-on-one tutoring, organization of instructional materials.	08/15/2017 06/07/2018	The effectiveness of Teacher Assistants (TAs) in the classroom will be reflected in quarter/semester academic grades. The Categorical Program Advisor will strategically place TAs in 9th and 10th grade ELA, ELD and LTEL classrooms to support teachers and students.
ELA teachers will utilize Front Row Education to personalize and engage students in reading comprehension practice by addressing student weaknesses and building off strengths. Through standards-aligned material and technology, teachers will use detailed session data to monitor student progress.	08/15/2017 06/07/2018	Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported to the Deans.
Curricular trips will encourage students to pursue post-secondary education. ELA teachers will utilize Curricular trips to provide real-world connections and opportunities for students to further develop their academic language, and their college and career readiness. Admission tickets and LAUSD buses will be purchased to museums/theatres, and college campuses to reinforce themes/concepts presented in the ELA classroom and to expose and motivate students to pursue post-secondary education. LAUSD pre-approved destinations include: <ul style="list-style-type: none"> • A Noise Within Theater Company • The Los Angeles Zoo • The California Science Center • The Museum of Tolerance • The Getty Museum • The Ronald Reagan Library • The Natural History Museum • La Brea Tar Pits • Pt. Fermin Outdoor Education Center • Hyperion Water Treatment Plant • Zuma Canyon 	08/15/2017 06/07/2018	The percentage of students planning to complete a 4-year college degree or higher will increase as reported on the school's Report Card. There will also be an increase in the number of students who apply for financial aid and scholarships. The College Advisor will support students in completing their college applications and financial aid.

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)	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	4,388	0.00	100
CE-NCLB T1 Schools (7S046)	27725 - INFO SYS SUP AST C1T (8 Hrs / 5 Days)	27725	65,991	1.00	100

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	109,447	1.00	100

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

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Students will have access to staff and resource centers after school. Credentialed teachers, School Librarian, and Teacher Assistants will provide academic tutoring in the core subjects after school in the library. The Writing Center will support students with their writing and multimedia projects. The Media Center will provide access to desktop computers, laptops, the Internet, Digital Library, online tutoring eBooks, a printer, and a copy machine. Special attention will be given to SWDs, ELs, and Economically Disadvantaged students.	08/15/2017 06/07/2018	Attendance rosters will be used to determine the participation rate of students accessing these after school resources. The Administration Team, Categorical Program Advisor, and Academic Counselors will monitor the attendance rosters and the promotion of these resources to staff, students, and parents.
Students will have opportunity to recover credits during Saturday School. Students will attend 60 hours of instruction to recover 5.0 credits of a core class needed to fulfill their A-G graduation requirements and Individual Graduation Plan. Attendance will be monitored each week and parent contact made by Academic Counselors, Counselor Assistants, Parent Resource Liaison and Community Representative.	08/15/2017 06/07/2018	Attendance rosters will be used to determine the participation rate of students and their progress toward recovering credit by the Academic Counselors and Counseling Assistants. Each Saturday, attendance rosters will be collected by the Parent Resource Liaison, Community Representative, Office Technician, and contact will be made with parents/guardians of students who are absent to keep parents informed of student participation.
Student progress toward graduation will be monitored each grading period. The Data Coordinator will generate, print, collate and distribute grade and credit reports to Academic Counselors, Counselor Assistant, Principal & Administrative Team, Advisory Teachers, Parent Resource Liaison, and Community Representative.	08/15/2017 06/07/2018	More students will be on track to graduate on time at the end of each Quarter/Semester. The APSCS, Academic Counselors, and Counselor Assistants will monitor student progress toward graduation.
Students with enough credits will have the opportunity to enroll in online APEX Learning classes to recover A-G credits during the school day and be on track to graduate on time. The school's block schedule will allow for students to enroll in APEX during the regular school day. The APEX teacher will monitor student progress toward graduation. The APEX teacher will generate reports for the Administrative Team, Academic Counselors, Counselor Assistant, and support staff.	08/15/2017 06/07/2018	More students will be on track to graduate on time at the end of each Quarter/Semester. The APSCS, Academic Counselors, and Counselor Assistants will monitor student progress toward graduation. The school's block schedule allows for students to enroll in APEX during the regular school day.
Students with enough credits, and as recommended by their teachers, will serve as Peer Advisors in intervention core classes in exchange for community service hours, attendance credit, graduation and cap and gown fees. The APSCS and Academic Counselors will program Peer Advisors in 9th & 10th grade Intervention classes to provide additional support. Peer Advisors will be utilized to provide additional support for at-risk students, SWDs, and ELs under the direct supervision of a highly qualified teacher.	08/15/2017 06/07/2018	Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported to the Deans.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
At-risk students will be identified and monitored. Parents will be contacted personally and provided with information and resources (study skills, tutoring, counseling) by support staff. Student progress data toward graduation will be generated and distributed to Academic Counselors, Counselor Assistant, Principal & Administrative Team, Advisory Teachers, Parent Resource Liaison, Community Representative, Office Technician, and Educational Aide.	08/15/2017 06/07/2018	More students will be on track to graduate on time at the end of each Quarter/Semester. Academic Counselors will monitor student progress in fulfilling their graduation requirements through ongoing meetings with students. These progress monitoring meetings will be logged and documented in each students file and on MiSiS.

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
<p>The school will encourage and support parents in participating in the education of their child. The Principal or designee will engage parents through monthly Coffee & Data with the Principal. The Principal will review and analyze data</p> <ul style="list-style-type: none"> • ELA SBAC results (September 2017) • ELA Quarterly Grades (October 2017, January 2018, March 2018, May 2018) • School Experience Survey Results (December 2017) • Graduation Progress -IGP (January 2018 and March 2018) • School Report Card (February 2018) 	08/15/2017 06/07/2018	Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center. Parents will respond positively to the School Experience Survey questions on High Quality Schooling. The Principal and the Categorical Program Advisor will share the results of the survey during Coffee & Data and encourage parents to participate in the Annual Survey.
<p>Parents will be informed of the ELA curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Resources and workshops will be provided to increase parent knowledge of the ELA Common Core State Standards (CCSS), the California English Learners Development (ELD) Standards, and A-G & LAUSD graduation requirements. Parents will better understand the California Assessment of Student Performance & Progress (CAASPP) and the Smarter Balanced Assessment (SBAC) testing, interim and summative, the California English Language Development Test (CELDT), and college readiness (EAP). Parents will attend workshops facilitated by the Instructional Coach, Categorical Program Advisor, English Learner Designee, Title III Coach, and Testing Coordinator. Proposed dates for parents workshops:</p> <ul style="list-style-type: none"> • CELDT (Sept 2017) • A-G & LAUSD Graduation Requirements & IGP (Sept 2017) • CAASPP Testing - Interim Assessments, EAP, SBAC (Nov 2017 & March 2018) 	08/15/2017 06/07/2018	Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center. Parents will agree that our school offers at least four workshops on academic initiatives when responding to the School Experience Survey.
Events such as Back to School (Sept 2017), Open House (March 2018), and Parent-Teacher Conferences (Oct 2017 & April 2018) will serve as an opportunity for parents to observe Garfield's instructional program in ELA and improve parent-teacher communication. Parents will receive syllabi and rules and expectations from each teacher as well as contact information (conference hours and email).	08/15/2017 06/07/2018	Parents Sign Ins will be used to determine the participation rate of parents and the effectiveness of our communication. The Office Technician will collect and file sign ins as evidence of parent participation at these events.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will attend workshops to improve their capacity to support their child's achievement of the ELA Common Core State Standards (CCSS) at home. Parents will attend workshops on the ELA CCSS as facilitated by the Instructional Coach. Written communication and materials will be duplicated for distribution to parents for trainings and for school mailings. Proposed workshops include:</p> <ul style="list-style-type: none"> • ELA Common Core Standards (Sept 2017) • Primary & Secondary Sources (Oct 2017) • Close Reading & Annotating the Text (Nov 2017) • Interim Assessments (Dec 2017) • Rhetorical Précis (Jan 2018) • Citing Text (Feb 2018) • Writing Claims (March 2018) • Writing an Essay Part 1 (April 2018) • Writing an Essay Part 2 (May 2018) 	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication.</p> <p>The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center. Parents will report feeling part of the school on the next School Experience Survey Results. Parents will agree that our school offers at least four workshops on academic initiatives when responding to the School Experience Survey. The Categorical Program Advisor will be responsible for sending the surveys home and communicating and encourage parents to participate in the survey. The results of the survey will be shared with parents during a Coffee and Data with the Principal.</p>
<p>Parents will participate in workshops on the ELD program to learn about the use of constructive conversation skills with their children and practice of academic conversations at home.</p> <ul style="list-style-type: none"> • CA ELD Standards (Sept 2017) • Instructional Scaffolds (Oct 2017) • CELDT (Nov 2017) • Language Domains (Jan 2018) • Constructive Conversation Skills (Feb 2018) • Academic Vocabulary & Academic Conversations (March 2018) • Language Objectives (April 2018) • Formative Assessments (May 2018) <p>ELD workshops will be facilitated by the English Learner Designee and the Title III Coach.</p>	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication.</p> <p>The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center. Parents will report feeling part of the school on the next School Experience Survey Results. Parents will agree that our school offers at least four workshops on academic initiatives when responding to the School Experience Survey. The Categorical Program Advisor, the Parent Resource Liaison and the Community Representative will be responsible communicating and encourage parents to participate in the school experience survey. The results of the survey and school report card will be shared with parents during a Coffee and Data with the Principal.</p>
<p>Parents will visit ELA classrooms to observe effective instructional strategies. The Principal, Administrative Team, the Parent Resource Liaison, Community Representative, and Instructional Coach will organize the visits and create debriefing protocols. One visit per semester.</p>	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. Parents will report feeling part of the school on the next School Experience Survey Results. The Categorical Program Advisor, the Parent Resource Liaison and the Community Representative will be responsible communicating and encourage parents to participate in the school experience survey. The results of the survey and school report card will be shared with parents during a Coffee and Data with the Principal.</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 — 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 type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input 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: California Department of Education CAASPP Test Results for English Language Arts/Literacy and Mathematics

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.).

Data

- According to the California Department of Education CAASPP Test Results for Mathematics for James A. Garfield, 36% of students met or exceeded the Math Common Core State Standards (CCSS) on the SBAC summative assessment, a 11% increase from the previous year.
- According to the Math Fall Interim Assessment data (Algebra & Linear Functions 1 Block), of the 524 11th grade students tested, 21% scored Above Standard, 46% scored At/Near Standard, and 33% of students scored Below Standard. Of the 77 11th grade students who took the Geometry Block, 19% scored Above Standard, 17% scored At/Near Standard, and 64% of students scored Below Standard.
- Based on the Fall 2016 Final Quarter/Semester grades, 54.4% of students passed their math class with a 'C' or better. Of the math grades reported for 11th grade students, 49.4% earned a 'C' or better.

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

Summary of Issues

- 64% of our 11th grade students were not proficient in the Math Common Core State Standards.
- 45.6% of students did not earn a 'C' or better in their math class for Quarter 2 Final grades for Fall 2016.
- 79% of 11th grade students who were assessed with the Algebra and Functions 1 IA Block in Fall 2016 are below or at/near the standard.

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.

- Our student performance on the Math SBAC shows a significant increase in the percent of students meeting or exceeding the Common Core State Standards. The focus of the weekly formative diagnostics was focused on SBAC released questions. The diagnostics are strategic and data-driven for math classes with 11th grade students. Math teachers analyze Illuminate Education™ data on a weekly basis during common planning time (PLCs) and use the results to develop the following week's diagnostic.
- The Instructional Coach trained teachers and deepened their understanding of California's Assessment of Student Performance and Progress system and the assessments and resources available to prepare students for the math Interim Assessments and SBAC.
- Participating in periodic Interim Assessments shows an increase in students' technical proficiency and achievement.

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

N/A

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

By June 2018, there will be an increase in the percent of 11th grade students who meet or exceed the Common Core Math Standards on the Smarter Balanced Summative Assessment to 45% as reported in our school's 2017-2018 Report Card.

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

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

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will receive professional development on the Math Common Core State standards (CCSS) and Math Practices and appropriate instructional strategies to assist students to meet the standards. They will use of common formative assessments to monitor mastery of the CCSS. Professional development will be facilitated by the Administrative Team, Instructional Coach, District support personnel, Categorical Program Advisor, Targeted Student Population (TSP) Advisor, and the Title III Coach.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment. The Principal and the Administrative team will conduct classroom observations of the delivery of CCSS aligned lessons, assessments, and the implementation of instructional strategies.
Teachers will be trained in Kagan Structures, research-based instructional strategies which increase engagement and learning for all students. Teachers will develop lessons that actively engage students, focus on cooperative learning multiple intelligences, classbuilding and teambuilding.	08/15/2017 06/07/2018	Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported to the Deans.
Teachers will examine Smarter Balanced Interim Assessments and available resources on caaspp.org, such as the Digital Library, during common planning time, content meetings, and professional development to create rigorous CCSS aligned assignments, projects, and assessments to improve student literacy. Professional development will be facilitated by the Administrative Team, Instructional Coach, District support personnel, Categorical Program Advisor (CPA), English Learner Designee, and the Title III Coach.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students scoring proficient on the summative SBAC in the spring. The Instructional Coach will collate data and facilitate analysis of data to monitor mastery of the Math CCSS.
Teachers will utilize the Smarter Balanced Interim Assessments (one per semester) to improve student readiness and technology literacy with the Smarter Balanced Assessment System. The Data Coordinator will generate Interim Assessment results and provide the data to the Principal, Administrative Team, teachers, and Instructional Coaches. The Instructional Coach (with differential) will analyze and review Interim Assessment data with teachers across the curriculum during common meeting time. The data will be used to design interventions and enrichment lessons and activities.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment. The Instructional Coach will collate Illuminate Education™ and facilitate analysis of data to monitor mastery of the math CCSS.
Teachers will use weekly CCSS-aligned formative assessments and diagnostics and utilize Illuminate Education™ to collect data and monitor mastery of the CCSS. The Instructional Coach will generate and analyze data with math teachers during common meeting time. The data will be used to inform their instruction and design interventions and enrichment lessons and activities.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment. The Instructional Coach will collate Illuminate Education™ data and facilitate analysis of data with teachers to monitor mastery of the math CCSS.
Teachers will meet during the day (weekly) as Professional Learning Communities (PLCs) to meet and plan collaboratively (during their common conference period), participate in professional development, participate in data analysis, conduct peer reviews and classroom observations, analyze student work and schoolwide data and goals.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment. The Instructional Coach will collate Illuminate Education™ data and facilitate analysis of data with teachers during PLC time to monitor mastery of the math CCSS.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Administrative Team, the Leadership and Instructional Teams, Categorical Program Advisor, and Support Staff will meet (during the day, after school, during the summer, after school, and on Saturdays) to plan and monitor the effectiveness of Professional Development and the School's Instructional Program and analyze school wide data and goals and monitor our progress toward the school's SPSA measureable objectives.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment. The Principal's Designee, the Data Coordinator, Instructional Coach will collate illuminate Education™ data and facilitate analysis of data to monitor mastery of the math CCSS.
Teachers will collaborate as vertical teams at least once a month to design interdisciplinary lessons that are aligned to the Math Common Core State Standards and Math Practices. Vertical teams will include teachers from the four core subjects. Teams will develop units and lessons that embed listening, speaking, reading and writing in daily instruction. Vertical teams will implement common instructional strategies, Kagan Structures, scaffolds, and literacy strategies.	08/15/2017 06/07/2018	There will be an increase in the number of 11th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment. The Instructional Team, Data Coordinator, and Instructional Coach will collate Illuminate Education™ data and facilitate analysis of data to monitor mastery of the math CCSS.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	13297	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	10246 - DIFF INSTL COACH SEC	10246	1,821		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
The school's block schedule will allow maximal instructional time. All math classes will continue to meet for 90 minutes every day. Categorical funds will be used to maintain a lower class size in Algebra 1 classes, particularly in classes designed for ELs, ELs with disabilities, SWDs, Migrant and Socially Economically Disadvantaged students. Students in these targeted groups will receive differentiated instruction and supports such as Teacher Assistants. In addition to maintaining lower class size, students will be strategically placed in intervention classes during the First and Third Quarters.	08/15/2017 06/07/2018	The effectiveness of the class size reduction will be reflected on their academic grades. The APSCS will create a master schedule for 9th & 10th grade classes with smaller class sizes. The Data Coordinator will generate, print, collate, and distribute grade and credit reports to Academic Counselors, Counselor Assistant, Principal and Administrative Team and Advisory Teachers. The APSCS and Academic Counselors will monitor student progress toward graduation.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Information System Support Assistant (ISSA) will maintain the school's technology (mobile laptop carts, iPad carts, computer labs) to ensure that technology is accessible by all students to develop literacy and technology skills. The ISSA will also provide tech support for classroom instructional equipment and connectivity and networking issues for daily classroom instruction.</p>	<p>08/15/2017 06/07/2018</p>	<p>There will be an increase in the number of 11th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment. Their proficiency with the technology will positively affect their SBAC scores. The Categorical Program Advisor, Teacher Assistants, and Instructional Coaches will create testing schedules and support Math teachers in the administration of the assessments on caaspp.org.</p>
<p>In order to increase student achievement, improve student literacy across all curriculums, enhance student learning experiences, and engage students, supplemental Instructional materials will be purchased to supplement the instructional program in Mathematics. The funds will be used to purchase reference & interactive learning cards, pockets charts, math charts, math posters, manipulatives, instructional software & media, graphing calculators & kits, hand held calculators and kits, dry erase lapboards with XY axis, write & wipe lapboards, math games & cards, geometric shapes & sets, word walls, teaching charts, equation tiles, timers, buzzers.</p>	<p>08/15/2017 06/07/2018</p>	<p>There will be an increase in the number of 11th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment. The Math summative assessment results will demonstrate the effectiveness of SIM funds in supporting the math instructional program. The Categorical Program Advisor will monitor the expenditures to support the school's instructional program.</p>
<p>Teacher Assistants will be utilized to provide additional support in Math classes, including primary language support for at-risk students and EL students, under the direct supervision of highly qualified teachers.</p>	<p>08/15/2017 06/07/2018</p>	<p>The effectiveness of Teacher Assistants in the classroom will be reflected on the academic grades of the students and fewer discipline issues reported to the Deans. The Categorical Program Advisor will strategically place Teacher Assistants in 9th and 10th grade ELA and Math classes.</p>
<p>Curricular trips will encourage students to pursue post-secondary education. Math teachers will utilize Curricular trips Curricular trips will provide real-world connections and opportunities for students to further develop their academic language, and their college and career readiness. Admission tickets and LAUSD buses will be purchased to museums/theatres/zoos, and college campuses to reinforce themes/concepts presented in the classroom and to expose and motivate students to pursue post-secondary education. LAUSD pre-approved destinations include:</p> <ul style="list-style-type: none"> • The California Science Center • Pt. Fermin Outdoor Education Center • Hyperion Water Treatment Plant 	<p>08/15/2017 06/07/2018</p>	<p>Curricular trips will encourage students to pursue post-secondary education. The percentage of students planning to complete a 4-year college degree or higher will increase as reported on the school's Report Card. There will also be an increase in the number of students who apply for financial aid and scholarships. The College Advisor will support students in completing their college applications and financial aid.</p>
<p>Math teachers will include language objectives in their daily lessons along with content objectives. Teachers will use scaffolds to differentiate lessons for ELs, ELs with disabilities, SWDs, Migrant and Socially Economically Disadvantaged students and imbed the four language domains: listening, speaking, reading, and writing. Students will use the Construction Conversational strategy to build academic conversations in the classroom.</p>	<p>08/15/2017 06/07/2018</p>	<p>The effectiveness of language objectives will be reflected in quarter/semester academic grades. The Data Coordinator will generate, print, collate, and distribute grade and credit reports to Academic Counselors, Counselor Assistant, Principal, Administrative Team, English Learner Designee, the Title III Coach, and ELD/LTEL teachers. The APSCS, Academic Counselors, and Counselor Assistant will monitor student progress toward graduation.</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)	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	13644	112,271	1.00	100
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)	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	10562	4,388	0.00	100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Students will have access to staff and resource centers after school at least 32 weeks of the school year. Credentialed teachers, School Librarian, and Teacher Assistants will provide academic tutoring in the core subjects after school in the library. The Writing Center will support students with their writing and multimedia projects. The Media Center will provide access to desktop computers, laptops, the Internet, Digital Library, online tutoring eBooks, a printer, and a copy machine. Special attention will be given to SWDs, ELs, and Economically Disadvantaged students.	08/15/2017 06/07/2018	Attendance rosters will be used to determine the participation rate of students accessing these after school resources. The Categorical Program Advisor will monitor the attendance rosters and the promotion of these resources to staff, students, and parents. Each Saturday, attendance rosters will be collected by the Parent Resource Liaison, Community Representative, and Office Technician and contact will be made with parents/guardians of students who are absent to keep parents informed of students participation.
Students will have opportunity to recover credits during Saturday School. Students will attend 60 hours of instruction to recover 5.0 credits of a core class needed to fulfill their A-G graduation requirements and Individual Graduation Plan. Attendance will be monitored each week and parent contact made by Academic Counselors, Parent Resource Liaison and Community Representative.	08/15/2017 06/07/2018	The number of students graduating in four years will increase as reported in the 2016-2017 Report Card. The APSCS and the Academic Counselors will monitor student progress in fulfilling their graduation requirements through ongoing meetings with students. These progress monitoring meetings will be logged and documented in each students file and on MiSiS.
Student progress toward graduation will be monitored each grading period. The Data Coordinator will generate, print, collate and distribute grade and credit reports to Academic Counselors, Counselor Assistant, Principal & Administrative Team, Advisory Teachers, Parent Resource Liaison, and Community Representative.	08/15/2017 06/07/2018	The number of students graduating in four years will increase as reported in the 2016-2017 Report Card. The APSCS and the Academic Counselors will monitor student progress in fulfilling their graduation requirements through ongoing meetings with students. These progress monitoring meetings will be logged and documented in each students file and on MiSiS.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Students with enough credits will have the opportunity to enroll in online APEX Learning classes to recover A-G credits during the school day and be on track to graduate on time. The APEX teacher will monitor student progress toward graduation. The classroom teacher will generate reports for the Administrative Team, Academic Counselors, Counselor Assistant, and support staff.	08/15/2017 06/07/2018	The number of students graduating in four years will increase as reported in the 2016-2017 Report Card. The school's block schedule allows for students to enroll in APEX during the regular school day. The APSCS and Academic Counselors will monitor student progress toward graduation. More students will be on track to graduate on time.
Students with enough credits, and as recommended by their teachers, will serve as Peer Advisors in math intervention core classes in exchange for community service hours, attendance credit, graduation and cap and gown fees. The APSCS and Academic Counselors will program Peer Advisors in 9th & 10th grade Intervention classes to provide additional support. Peer Advisors will be utilized to provide additional support for at-risk students, SWDs, and ELs under the direct supervision of a highly qualified teacher.	08/15/2017 06/07/2018	Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported to the Deans.
At-risk students will be identified and monitored. Parents will be contacted personally and provided with information and resources (study skills, tutoring, counseling) by support staff. Student progress data toward graduation will be generated and distributed to Academic Counselors, Counselor Assistant, Principal & Administrative Team, Advisory Teachers, Parent Resource Liaison, Community Representative, and Educational Aide.	08/15/2017 06/07/2018	The number of students graduating in four years will increase as reported in the 2016-2017 Report Card. These progress monitoring meetings will be logged and documented in each students file and on MiSiS. The APSCS, Academic Counselors, and Counselor Assistants will monitor student progress in fulfilling their graduation requirements through ongoing meetings with students.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will encourage and support parents in participating in the education of their child. The Principal or designee will engage parents through monthly Coffee & Data with the Principal. The Principal will review and analyze data <ul style="list-style-type: none"> • Math SBAC results (Sept 2017) • Math Quarterly Grades (Oct 2017, Jan 2018, March 2018, May 2018) • School Experience Survey Results (Dec 2017) • Graduation Progress (Jan 2018 & March 2018) • School Report Card (February 2018) 	08/15/2017 06/07/2018	Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will be informed of the math curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Resources and workshops will be provided to increase parent knowledge of the Math Common Core State Standards (CCSS) and A-G & LAUSD graduation requirements. Parents will better understand the California Assessment of Student Performance & Progress (CAASPP) and the Smarter Balanced Assessment testing, interim and summative, and college readiness (EAP). Parents will attend workshops facilitated by the Instructional Coach, Categorical Program Advisor, English Learner Designee, Title III Coach, and Testing Coordinator. Written communication and materials will be duplicated for distribution to parents for trainings and for school mailings.</p> <ul style="list-style-type: none"> • Math Common Core State Standards & Math Practices (Sept 2017) • A-G & LAUSD Graduation Requirements & IGP (Sept 2017) • CAASPP Testing -SBAC, Interim Assessments, EAP (Feb 2018) 	<p>08/15/2017 06/07/2018</p>	<p>Parents will respond positively to the School Experience Survey questions on High Quality Schooling. The Principal and the Categorical Program Advisor will share the results of the survey during Coffee & Data and encourage parents to participate in the Annual Survey.</p>
<p>Parents will attend workshops to improve their capacity to support their child's achievement of the Mathematics Common Core State Standards (CCSS) at home. Parents will attend workshops on the Math CCSS as facilitated by the Instructional Coach. Proposed workshops include:</p> <ul style="list-style-type: none"> • Math Common Core Standards & the 8 Mathematical Practices (Sept 2017) • The Mathematical Shift of Coherence and Rigor (Oct 2017) • The Learning Environment of a Math Classroom (Nov 2017) • The Importance of Foundational Mathematical Skills (Dec 2017) • The Math Diagnostic Cycle & Data (Jan 2018) • Accessing SBAC rigor through formative assessments (Feb 2018) • Math Professional Learning Communities (PLCs) (March 2018) • Depth of Knowledge (DOK) in Mathematics (April 2018) • Understanding the Addition of Integers (May 2018) 	<p>08/15/2017 06/07/2018</p>	<p>Parents will report feeling part of the school on the next School Experience Survey Results. The Categorical Program Advisor will be responsible for sending the surveys home and communicating and encourage parents to participate in the survey. The results of the survey will be shared with parents during a Coffee and Data with the Principal.</p>
<p>Events such as Back to School (Sept 2017), Open House (March 2018), and Parent-Teacher Conferences (Oct 2017 & April 2018) will serve as an opportunity for parents to observe Garfield's instructional program in Mathematics and improve parent-teacher communication. Parents will receive syllabi and rules and expectations from each course as well as contact information (conference hours and email).</p>	<p>08/15/2017 06/07/2018</p>	<p>Parents Sign Ins will be used to determine the participation rate of parents and the effectiveness of our communication. The Office Technician will collect and file sign ins as evidence of parent participation at these events.</p>
<p>Parents will visit math classrooms to observe effective instructional strategies. The Principal, Administrative Team, Parent Resource Liaison, Community Representative, and Instructional Coach will organize the visits and create debriefing protocols.</p>	<p>08/15/2017 06/07/2018</p>	<p>Parents will report feeling part of the school on the next School Experience Survey Results. The Categorical Program Advisor will be responsible for sending the surveys home and communicating and encourage parents to participate in the survey. The results of the survey will be shared with parents during a Coffee and Data with the Principal.</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 type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

Our school has a Title III Coach.

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

Students will attain proficiency on the English Language Proficiency Assessment for California (ELPAC).

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 strategies/actions that are contributing to the school's success are literacy throughout the curriculum.

**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

Our school's measurable objectives are: Attaining a 23% Reclassification Rate by June, 2018, and 18% of our English Learners will attain Basic or higher proficiency on the Scholastic Reading Inventory (SRI) by June 2018.

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

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

Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
"Title III Coach provided by LD East"		"Title III Coach provided by LD East"

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

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

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

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

Academic : English Learner Programs

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

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

Academic : English Learner Programs

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

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

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

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

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

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Culture & Climate Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Garfield's 2016-2017 Parent and Family Engagement Policy and School-Parent Compact

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.).

Data

- According to the 2015-2016 School Report Card, Goal 4-Parent, Student, and Community Engagement, 50% of parents participated in the Annual School Experience Survey, 94% felt welcomed to participate at this school, 90% felt encouraged to participate in organized parent groups, and 92% reported receiving useful resources to help support their child's education on behalf of the parent center.
- According to the 2016 School Experience Survey results, 95% of parents agree that the school provides high quality instruction to their child, 96% agree that the school has high expectations for all students, and 90% of parents are satisfied with the overall support provided by our school's staff.
- According to the 2015-2016 School Report Card, Goal 4-Parent, Student, and Community Engagement, 94% of students participated in the Annual School Experience Survey. 62% of students felt like they are part of this school, 71% feel happy to be at this school, 67% agreed that teachers go out of their way to help students, and 71% of students agreed that adults at this school treat all students with respect.
- According to the 2016 School Experience Survey results, 71% of students agree they feel safe at this school, and 80% of students agree that their school is a supportive and inviting place, and 82% agree that the school promotes academic success for all students.
- According to the 2015-2016 School Report Card, Goal 4-Parent, Student, and Community Engagement, 98% of staff participated in the Annual School Experience Survey, 92% of staff agreed that at this school, parents are partners with the school in decisions made about their children's education, 100% of staff agree that this school is a supportive and inviting place for students to learn, and 92% of staff agree that at this school, decisions are made based on students' needs and interests.
- According to the 2016 School Experience Survey, 66% of staff agree that professional development related to instructional technology changed the way they design instruction, 93% of staff agree that they have changed their instructional practice as a result of the State Standards, and 64% of staff state that they often or always examine evidence of student understanding/mastery with colleagues to improve their instruction during professional development.

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

Summary of Issues

- Although the percent of parents participating in the 2016 School Experience Survey increased by 4% from the previous year, only 50% of parents did not participate in the School Experience Survey even though 82% of parents responded that they access the Internet on a daily and weekly basis. It is difficult to track which parents participate because the process is anonymous. Parents also have the option of completing the survey online but no confirmation is usually submitted to the school site.
- Students feel a lack of support and personalization. Students are not knowledgeable of the support personnel and resources available to them at this school site and their Small Learning Community (SLC).
- Professional development at this school does not include technology or analyzing data/student work to support and inform their instruction.

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 goal for percentage of students and staff participating on the 2016 School Experience Survey were met because of the efforts of all staff, teachers, and Administrators. All staff members were highly encouraged to participate and were asked to submit the completion form at the end of their survey as evidence. Teachers were asked to take attendance and mark students who were absent. Those students were summoned out of class at a later time to participate in the survey.

The goal for increasing the percentage of parents reporting the school having a volunteer program and receiving that they receive useful resources increased because of the efforts of the Parent Resource Liaison, Community Representatives, and Parent Center volunteers. There was greater effort to include more information in the monthly mailings regarding volunteer opportunities and services and opportunities available in the Parent Center.

**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 goal for percentage of parents participating was not met. Although there was an increase in participation, we missed our goal by 10%. The biggest challenge was getting the parent survey in the hands of students. Parent surveys were generated by the district for the Advisory class. At our school, students see their Advisory teacher only once a week. The window given for the School Experience Survey did not allow enough time to collect more surveys for over 2,500 students. Next year, ALL surveys will be completed online. Next steps will include inviting parents to the school site to the Parent Center and Library for assistance in completing their survey.

The goal for increasing the percentage of students who feel like they are part of this school was also not met. The percentage dropped from 67% in 2015 to 62% in 2016. Next steps include starting a monthly Peer Advisor/Mentoring program for incoming 9th graders within an SLC through the Advisory period.

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

- By June 2018, there will be an increase in the percentage of students, staff, and parent participating on the School Experience Survey to 94%, 96%, and 60% respectively, as reported in our school's 2017-2018 Report Card.

- By June 2018, there will be an increase in the percentage of parents reporting that their school has a volunteer program to 76% and an increase the percentage of parents reporting that they receive useful resources to 75% as reported in the 2017-2018 School Experience Survey results.

- By June 2018, there will be an increase in the percentage of students who feel like they are part of this school and agree that teachers treat students fairly to 71% as reported in the 2017-2018 School Report Card.

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

Focus Area: Student, Staff, Parent Engagement

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Garfield will provide opportunities to allow parents to participate in decisions relating to the education of their child. The Principal, or designee, will hold monthly Coffee and Data meetings (first Thursday of each month) with parents and guardians to analyze data that will allow parents to provide direct input and have meaningful conversations with school Administration and personnel.</p> <ul style="list-style-type: none"> • School Experience Survey Results (Sept 2017) • School Report Card (January 2018) 	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. Sign ins and agendas will be collected and filed by the Parent Resource Liaison and Community Representative in the Parent Center.</p>
<p>School Site Council (SSC) and English Language Advisory Council (ELAC) meetings will be open to all parents and community members and will serve as an opportunity for the public to comment on school decisions and issues. Agendas will be posted 72 hours before the meeting time in the Main Office, on the school website, and publicized on campus through email and PA announcements. ELAC meetings will be held on the second Tuesday of each month. SSC meetings will be held on the second Thursday of each month.</p>	<p>09/01/2017 06/09/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. Sign ins and agendas will be collected and filed by the Parent Resource Liaison and Community Representative in the Parent Center for ELAC meetings and sign ins and agendas will be filed by the SSC Secretary. The Categorical Program Advisor will make sure to post the agenda in the Main Office and on the school website at least 72 hours before the SSC meeting and send out reminders to Council members in order to achieve quorum.</p>
<p>Parents will receive Academy/SLC specific information during monthly meetings facilitated by the Academy/SLC Lead, Counselor and/or Administrator.</p>	<p>09/01/2017 06/09/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. Sign ins and agendas will be collected and filed by the Parent Resource Liaison and Community Representative in the Parent Center.</p>
<p>Monthly meetings, workshops, and trainings held in the Parent and Family Center facilitated by support staff (PSA, PSW, Nurse, School Psychologist) district personnel, and community organizations and professionals will assist parents to develop healthy relationships with students at home to help them succeed in school. The Parent Resource Liaison, Community Representative and Office Technician will collaborate to create and communicate the monthly calendar of events and activities held in the Parent and Family Center to staff, parents, and students.</p>	<p>09/01/2017 06/09/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. Sign ins and agendas will be collected and filed by the Parent Resource Liaison and Community Representative in the Parent Center.</p>
<p>Events such as Back to School, Open House, and Parent-Teacher Conferences will serve as an opportunity for parents to meet and connect with their child's teachers. The Parents Resource Liaison, Community Representative, and Office Technician will support both teachers and parents to bridge lines of communication by providing translation services, oral and written communication, referring parents to support staff at the school site and making referrals to support services provided by agencies at the school site and in the community.</p>	<p>06/09/2017 08/16/2018</p>	<p>Parent Sign Ins for evening events will be used to determine the participation rate of parents and the effectiveness of our communication. Sign ins for evening events will be collected and filed by the Office Technician.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Annual School Experience Survey campaign will be communicated to staff during a Faculty/Staff meeting. The Categorical Program Advisor will review data with staff and discuss the importance of participating in the survey. Staff members will take the survey and submit the completion form at the end of their survey to the Title 1 Office.</p>	<p>01/17/2018 02/13/2018</p>	<p>The participation rate of staff, students, and parents on the next School Experience Survey will inform the effectiveness of our campaign. The Categorical Program Advisor will: 1) monitor the participation of staff members by collecting and filing the confirmation page at the end of the survey 2) collect and count student surveys from each class identified to participate 3) collect and count parent surveys and 4) deliver all surveys to the local district office. The Principal and the Administrative team will support staff members in completing their survey.</p>
<p>The Annual School Experience Survey campaign for student participation will include PA announcements, school-wide and Advisory assemblies, and classroom discussions. Classroom teachers will be provided with a prompt and guiding questions to facilitate a conversation with students about the importance of participating in the School Experience Survey and the importance of their feedback. Results of the previous School Report Card will be shared with students to bring light to concerns and issues affecting students on campus and their learning. Rosters will be generated and used by teachers to track students who complete a survey and those who are absent. Absent students will be summoned at a later date to complete the survey.</p>	<p>01/17/2018 02/13/2018</p>	<p>Student responses on the next School Experience Survey will show the effectiveness of the information shared with students and their recognition during meetings and assemblies facilitated by the Administrative Team, Support Staff, and SLCs.</p>
<p>The School Experience Survey for parents will be sent home with their child. Rosters will be generated and provided to the teacher identified by the District to track which students receive a parent survey and which students return their parent survey. Parent surveys will need to be returned to the classroom teacher in a sealed envelope. Volunteers will distribute flyers around the school perimeter during the morning drop off to encourage parents to participate in the survey. Drop in Clinics will also be offered in the evenings for parents/guardians needing technical assistance completing the survey online.</p>	<p>01/17/2018 02/13/2018</p>	<p>The percentage of parents participating on the School Experience Survey will increase as reported on the School Report Card. The Principal and The Categorical Program Advisor will share the results of the School Experience Survey and School Report Card with parents to increase parent participation.</p>
<p>Volunteer opportunities will be available before, during, and after school. Parents will be able to assist with Breakfast in the Classroom (BIC), lunch supervision, chaperone field trips, assist Administrative offices and Clerical Staff, assist with school mailings, assist in evening and Saturday events, assist teachers in the classroom, and support extracurricular and civic activities and projects. Volunteers will receive monthly training and support by the Administrative Team, Parent Resource Liaison, and Community Representative. Volunteers will be recognized at the end of the school year for their hours of service to the school.</p>	<p>08/15/2017 06/07/2018</p>	<p>The number of active volunteers on campus will inform the school's effectiveness in communicating volunteer opportunities to parents. The Parent Resource Liaison and Community Representative will process parent and community volunteers and file the paperwork in the Parent Center. For the safety of our students, all District guidelines will be followed. Volunteers will register each day they are present and sign ins will be filed in the Parent Center.</p>
<p>The Principal, Administrative Team, and Support Staff (Academic Counselors, PSA, School Psychologist, PSW, Categorical Program Advisor, College Advisor, Deans) will hold regular assemblies (by grade-level and by SLCs) and classroom meetings with students to share school-wide goals, rules and expectations, and to share information such as A-G graduation requirements, IGP, academic interventions, grade-level testing, college awareness and financial aid, and academic and social-emotional supports and interventions available for them. In addition, students will be recognized for their academic achievements, model citizenship, and positive contributions to school culture.</p>	<p>08/15/2017 06/07/2018</p>	<p>The percentage of students and parents participating on the School Experience Survey will increase as reported on the School Report Card. The Principal and The Categorical Program Advisor will share the results of the School Experience Survey and School Report Card with staff, students, and parents to increase parent participation.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will attend off-site conferences to build their capacity as school leaders and to support their children academically through biliteracy. Parents will attend conferences facilitated by the National Association for Bilingual Education (NABE) and the California Association for Bilingual Education (CABE) to receive training and resources to graduate English learners college and career ready.</p>	<p>08/15/2017 06/07/2018</p>	<p>The number of active parent volunteers will measure the effectiveness of building parent capacity. The Parent Resource Liaison will encourage parent leaders to attend. Parent leaders will then return to the school site and train other parents.</p>
<p>Our Parent Resource Liaison and Community Representative will facilitate articulation meetings (including the 9th Grade Orientation meeting) with our local feeder middle schools and inform parents about the resources available at our school. Our Parent Resources Liaison will also facilitate meetings with other Local District Parent Resource Liaisons and Community Representatives to inform them about resources provided by community based organizations and community partners. Our Parent and Family Center will serve as a model Parent Center for our Local District.</p>	<p>08/15/2017 06/07/2018</p>	<p>There will be an increase in the number of parent volunteers and an increase in the number of parents that agree that this school has a volunteer program as reported on the 2018 School Experience Survey. The Parent Resource Liaison and Community Representative will process parent and community volunteers and file the paperwork in the Parent Center. For the safety of our students, all District guidelines will be followed. Volunteers will register each day they are present and sign ins will be filed in the Parent Center. The number of active volunteers on campus will inform the school's effectiveness in communicating volunteer opportunities to parents.</p>
<p>Students will be engaged through the following activities and events: SLC Motivational Assemblies, grade-level assemblies, Student safety assemblies, Classic pep rally, school dances, College T-shirt day, Spirit Week, lunch activities, "What Happens Now Matters Later" campaign, Anti-Bullying campaign.</p> <p>Staff will be engaged through the following activities and events: recognized for submitting attendance on time "Thanks A Latte", staff luncheons, VIP section during home football games.</p>	<p>08/15/2017 06/07/2018</p>	<p>Student and staff will respond positively to feeling like they feel part of the school on the 2018 School Experience Survey. The Categorical Program Advisor will make sure that students are scheduled to participate in the School Experience Survey. Staff will monitor the participation of staff.</p>

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

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>The Principal, Parent Resource Liaison, Community Representative, Categorical Program Advisor, Targeted Student Population (TSP) Advisor, the Title III Coach, Office Technician, and Educational Aide will communicate with students, parents and staff through:</p> <ul style="list-style-type: none"> •Monthly calendars and flyers of workshops, trainings, activities, and volunteer opportunities that take place at Garfield's Parent and Family Center. Calendar and flyers will be mailed/sent home with students to parents each month, posted on the school website, and boxed and emailed to staff. The Office Technician and Educational Aide will support parent engagement activities by duplicating materials for trainings and school mailings as well as providing print/audio translation services. •Invitations and reminders for school events, deadlines, meetings, workshops, and trainings will be sent home through Blackboard Connect calls in Spanish and English. The Parent Resource Liaison Community Representative, Office Technician, and Educational Aide will also reach out to parents and invite them to trainings, workshops, meetings, and evening events through personal contact. •Announcements, Information, and reminders will be sent to parents, staff, and students through communication apps such as Remind. Instructions to register for this texting app will be shared regularly with staff and students and sent home each semester. The Categorical Program Advisor will send reminders and announcements to parents in English and Spanish. 	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. Sign ins and agendas will be collected and filed by the Parent Resource Liaison and Community Representative in the Parent Center.</p>
<p>Participation in the Annual School Experience Survey will be promoted on a daily basis during the campaign. Blackboard Connect messages will be sent home to parents, PA announcements to staff and students will be made each morning. Reminder emails, texts, and memos will be sent to all staff members and students.</p>	<p>01/16/2018 06/07/2018</p>	<p>The participation rate of staff, students, and parents on the next School Experience Survey will inform the effectiveness of our campaign. The Categorical Program Advisor will monitor the participation of staff, students, and parents. The Categorical Program Advisor will collect, count and submit surveys to the local district office. The Principal and the Administrative team will support staff members in completing their survey. Teachers will support student participation by designating time during the class period.</p>
<p>Parents will be encouraged to access LAUSDs PASSport (Parent Access Support System portal). The PASSport portal will provide all K-12 parents and guardians with secure 24/7 access to essential student data that will better support their child's academic success. Parents will be able to update contact and emergency information as well as view attendance and student grades. Parents will attend training on PASSport facilitated by the Categorical Program Advisor. Parents will have access to the Computer Lab in the Parent and Family Center and receive additional support from the Parent Resource Liaison, the Community Representative, Office Technician, Information System Support Assistant and Educational Aide.</p>	<p>08/15/2017 06/07/2018</p>	<p>The number of PASSPORT accounts will determine the effectiveness of communication and trainings. The Categorical Program Advisor will provide registration information and provide on-going PASSport trainings for parents and guardians.</p>
<p>Garfield High School will ensure accessibility and participation for all parents. The Parent & Family Center will be open to all parents and guardians, school and district support staff, and community based organizations each school day. All oral and written communication will be duplicated in English and Spanish for distribution to parents during meetings, trainings, and workshops, and for school mailings. Translation services will be available at all meetings and events. Phone calls will be made to contact parents and invite them to attend meetings, trainings, and workshops. Accommodations will also be made for parents with physical disabilities.</p>	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. Sign ins and agendas will be collected and filed by the Parent Resource Liaison and Community Representative in the Parent Center.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Clerical X-time will provide clerical services outside of the basic assignment to increase the articulation with the parents and families of 9th grade students beginning in summer 2017.	06/12/2017 06/07/2018	There will be an increase in the number of parent volunteers, an increase in the number of parents that agree that this school has a volunteer program, that they feel part of the school, and that they receive useful resources from the school as reported on the 2018 School Experience Survey. Volunteer applications will be processed and filed in the Parent Center. The Categorical Program Advisor, Parent Liaison, and Office Technician will be responsible for sending home information and resources on a monthly basis, communicate and encourage parents to participate in the school experience survey.
<p>Garfield will ensure constant communication with staff through staff meetings, bulletins, email, calendars, Remind texting, Connect Ed, announcements, and memos.</p> <p>Garfield will ensure constant communication with students through PA announcements, posters, flyers, school website Remind texts, Advisory class, academic progress reports, and assemblies.</p>	08/15/2017 06/07/2018	Student responses on the next School Experience Survey will show the effectiveness of the information shared with students and their recognition during SLC meetings and assemblies facilitated by the Administrative Team, support staff, and SLCs.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	26288	66,774	1.00	100
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21468 - CLERICAL X-TIME	21468	3,281		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 type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

Data

- According to MyData, As of March 17, 2017, 79% of students grades 9th-12th are at the 96% attendance rate (proficient/advanced).
- According to the 2015-2016 School Report Card, Goal 3-100% Attendance, 80% of students had 96% attendance or higher. This was a 1% decrease from the previous year, 81% in 2014-2015. There was also a 1% increase in the percent of chronic absenteeism from the previous year, 7% in 2014-2015.
- According the 2015-2016 School Report Card, there were no students suspended or expelled, and there have been 0 instructional days lost to suspension in the last two years.
- According to the 2015-2016 School Report Card, Goal 5-School Safety, Garfield fully implemented the Discipline Foundation Policy.
- The 2015-2016 School Report Card, Goal 5-School Safety, indicates that 71% of our students agreed that our school grounds were safe and 67% of students agreed that the adults in this school respond to bullying. This was a decrease in agreement on behalf of students from the results of the previous year School Experience Survey results. 93% of parents and 98% of staff agreed that school grounds are safe. These are both an increase from the previous year, a 17% and 3% increase, respectively. Also, 90% of parents and 99% of staff agreed that adults at our school respond to bullying. These are both an increase from the previous year, a 23% and 4% increase, respectively.

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

Summary of Issues

- Students are chronically absent because of medical leave, mental health issues such as anxiety and depression, and homelessness.
- Teachers do not have access to accurate attendance rosters due to MiSiS issues. Rosters do not always display accurate "L" dates for students who have checked out of the school.
- Parents/guardians fail to immediately check out students upon changes in residency or enrollment into other districts or charter schools.
- Despite Garfield's full implementation of the Discipline Foundation Policy, there is a significant difference in agreement among students and parents and staff on school safety and the response of adults to bullying in the last two years. The current political climate in our country has had impact on the feelings and mental state of our students. District wide walkouts and stagings are evidence of student unrest.

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.**

On December 8, 2016, the Pupil Services and Attendance (PSA) Counselor reported to the School Site Council that 84.9% of students were attending school 96% of the time. This puts us on track to meeting our 2017 goal. The one strategy that has contributed to meeting this goal is the monthly attendance letter sent home explaining the importance of student attendance and strategies for parents to decrease student absenteeism.

Our school continues to to keep the number of suspensions and number of instructional days lost to '0.' As a Restorative Justice school, alternative interventions are taken to reduce or eliminate loss of instruction.

There was a discrepancy in agreement between parents and students in the school's response to bullying. Parent agreement increased by 20% but student agreement dropped by 8%. Student agreement in the School Experience Survey decreased overall from 2015 to 2016. We expect student agreement will continue to drop in the 2017 School Experience Survey as a result of the 2016 Presidential Election and political unrest in our country.

**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.**

Aside from meeting the goal of percentage of students suspended or number of instructional days lost to suspensions, the percent of students in agreement with school safety issues decreased despite an increase in the percent of parents and staff in agreement.

Our next steps will be to improve the information disseminated to students through printed media, announcements over the PA, schoolwide assemblies and classroom lessons and discussions.

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

•By June 2018, students with 96% or higher attendance will increase to 83% as reported in our school's 2017-2018 Report Card.

•By June 2018, the percentage of students suspended will remain at 0% and the number of instructional days lost to suspensions will also remain at 0 as reported in our school's 2017-2018 Report Card.

•By June 2018, there will be an increase in the percentage of students and parents agreeing that adults respond to bullying to 80% and 80%, respectively, in our school's 2017-2018 Report Card.

•By June 2018, there will be an increase in the percentage of students feeling safe on school grounds to 75% as reported in our school's 2017-2018 Report Card.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Attendance</p> <p>The Principal's Designee and the Pupil Services and Attendance (PSA) Counselor will ensure that staff are trained in the protocols for student attendance to avoid erroneous absence records in MiSiS. The Attendance Office Technician will monitor attendance roster discrepancies, and confirm and update student enrollment information. The Principal's Designee and the Pupil Services and Attendance (PSA) Counselor will generate, analyze, and review data with teachers, parents, and students to increase staff and student attendance. Teachers will also be trained in Tier 1 Teacher/Classroom Interventions for Attendance (absences and tardies).</p>	<p>08/15/2017 06/07/2018</p>	<p>The percent of students attending 96% or higher will increase as reported in our school's Report Card. The PSA will review data with teachers, parents, and students to increase staff and student attendance and decrease chronic absences.</p>
<p>School Safety</p> <p>The School-Wide Positive Behavior Intervention and Support (SWPBIS) Team composed of an Administrator, Dean, parent, student, support and classified staff, will meet monthly to review data related to discipline and maintain and improve current systematic interventions to reduce student suspension. The SWPBIS Team will focus on providing pertinent information to the school staff on the behavioral systems that are in place school wide, for the classroom, and for individual student interventions. The Team will consistently reinforce the School-Wide Positive Behavior Intervention and Support and Discipline Plan through PA announcements, posters, and classroom visuals. Students will be recognized for modeling positive behavior to and from school, in the classroom, during passing periods, and in common areas.</p>	<p>08/15/2017 06/07/2018</p>	<p>The results on the School Experience Survey will continue to show that 0 students were suspended and that 0 days of instruction were lost to suspension. The School-Wide Positive Behavior Intervention and Support (SWPBIS) Team will generate discipline related data and share data with staff and parents.</p>
<p>Staff will attend meetings and professional development facilitated by the SWPBIS Team to develop classroom management strategies to reduce classroom disruptions. Teachers who are struggling with classroom management will meet with mentor teachers/ Deans/Academic Coaches/ Administrators/Behavior Support specialists to develop classroom management strategies.</p>	<p>08/15/2017 06/07/2018</p>	<p>Staff will respond positively to the Implementation of Discipline questions on the School Experience Survey. This will also serve as an indicator of the effectiveness of the School-Wide Positive Behavior Intervention and Support and Discipline Plan in effectively handling student discipline and behavioral problems.</p>
<p>Physical Health and Nutrition</p> <p>The School Nurse will provide staff development in health-related issues on factors that can potentially contribute to a student's poor academic achievement. Staff will also be provided with school-based and community health-related information and resources provided by Garfield's Wellness Center, Bienvenidos Community and Mental Health Services, ALMA Family Services, Royball Comprehensive Health Center, Life Services, and the Los Angeles County Department of Mental Health.</p>	<p>08/15/2017 06/07/2018</p>	<p>Student will respond positively on the Positive School Climate questions on the School Experience Survey. The school nurse and the Healthy Start Coordinator will log and monitor student and family referrals to school and community-based services and organizations.</p>
<p>Mental Health Services</p> <p>Our school psychologist will provide professional development to teachers in the areas of classroom management, counseling of students, and behavioral support. School Psychologist will review the Student Support and Progress Team (SSPT) referral process as well as protocols for Crisis Team Intervention. School Psychologist will use MiSiS attendance data and teacher referrals to target students who are chronically absent because of medical leave, mental health issues such as anxiety and depression, and homelessness.</p>	<p>08/15/2017 06/07/2018</p>	<p>Student will respond positively on the Social Awareness questions on the School Experience Survey. The School Psychologist will maintain a log of the students services and the resources and referrals.</p>
<p>The PSW will provide professional development and mental health consultation to teachers related to a variety of mental health concerns (i.e. suicidal ideation, self-injury, trauma, anxiety, and depression). The PSW will work closely with teachers regarding high-risk students to address barriers that may prevent students from attending or succeeding in school. The PSW will review the SSPT referral process as well as protocols for Crisis Team Intervention.</p>	<p>08/15/2017 06/07/2018</p>	<p>Student will respond positively on the Social Awareness questions on the School Experience Survey. The PSW will maintain a log of the students services and the resources and referrals.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 1 Day)	13222	24,226		100
CE-NCLB T1 Schools (7S046)	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 0.5 Day)	13222	12,112	0.00	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
<p>Attendance Pupil Services and Attendance Counselor (PSA) will provide supplemental services including, implementation of activities to increase the attendance rate among all students. PSA will implement specific strategies to target and decrease chronic absenteeism. PSA will service as a liaison between school, home, and community by providing direct services to identified at-risk students and families, including assessment, referral and case management.</p>	08/15/2017 06/07/2018	There will be in an increase in the percent of students attending school at least 96% of the time. The PSA will generate Monthly MyData attendance reports to track the cumulative attendance rate of the school.
<p>The Pupil Services and Attendance (PSA) Counselor will utilize a three-tiered approach to improve student attendance and engagement.</p> <p>Tier 1- Universal (Prevention) The PSA will provide mass communications of attendance expectations. Parents will receive information on the Compulsory Education Code, their legal responsibilities for student attendance, LAUSDs attendance goal, current school attendance data, and strategies on how to support student attendance. Parents will attend individual meetings, workshops, and school-wide assemblies (9th Grade Orientation) facilitated by the Pupil Services and Attendance (PSA) Counselor. Parents will also receive general information about attendance on a monthly basis through school mailings and Blackboard Connect calls.</p> <p>The PSA will participate in school-wide assemblies about the attendance expectations for parents and students and absence prevention. The PSA Counselor will organize school events to highlight every 25th day of Instruction to educate students on the Attendance Bands and emphasize the importance of maintaining Advanced/Proficient attendance. Students with perfect attendance will be recognized at end of semester events.</p> <p>Student attendance will be monitored daily by calling and meeting with parents when students are absent/tardy. The Principal's Designee, support staff, and teachers will utilize Blackboard Connect messaging to inform parents of attendance, important dates, policies and early warnings for attendance issues. The school will utilize Blackboard Connect on a daily basis to automatically notify parents when students are arrive tardy or are absent from class.</p>	08/15/2017 06/07/2018	There will be in an increase in the percent of students attending school at least 96% of the time. Blackboard Connect completion reports will be generated by PSA and Office Technician to determine how many parents are receiving messages. Students with disconnected numbers will be summoned and asked to update their emergency card.
<p>Tier 2 – Targeted (Group Intervention) Attendance notification letters will be sent home to parents for truancy warnings and targeted group interventions. The PSA will enforce the Senior Attendance Policy through a student-parent contract. 12th grade students will not be absent more than 7 days in a school year or they will not be able to participate in senior activities and events. Parents will review and acknowledge with their signature their review and support of the policy. Students will have the opportunity to clear up absences through community service hours.</p>	08/15/2017 06/07/2018	There will be in an increase in the percent of students attending school at least 96% of the time.PSA will maintain a log of the students serviced and families referred to school and community based resources.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Tier 3 – Intense (Individual Intervention) PSA will conduct individual parent-student conferences and visits to homes of students with excessive absences/tardies and make necessary student/family referrals to alternative education or local agencies. PSA will monitor students progress on a weekly/monthly basis.</p>	<p>08/15/2017 06/07/2018</p>	<p>There will be in increase in the percent of students attending school at least 96% of the time. The PSA will maintain a log of the weekly/monthly monitoring of target students.</p>
<p>School Safety Students will receive information regarding the School-Wide Positive Behavior Intervention and Support and Discipline Plan such as the school's Behavioral Expectations, and Anti-Bullying and Sexual Harassment Policies through printed media, regular announcements over the PA, ongoing school wide, grade-level and SLC safety assemblies, classroom lessons, discussions, visits, and school wide campaigns.</p>	<p>08/15/2017 06/07/2018</p>	<p>The results on the School Experience Survey will continue to show that 0 students were suspended and that 0 days of instruction were lost to suspension. The School-Wide Positive Behavior Intervention and Support (SWPBIS) Team will generate discipline related data and share data with staff and parents.</p>
<p>The school will continue to implement the school's tiered Progressive Discipline and Intervention Plan as a means to provide a safe learning environment.</p>	<p>08/15/2017 06/07/2018</p>	<p>Students will report feeling safe on school grounds as reported on the 2016-2017 Report Card. The Categorical Program Advisor will share the results of the School Experience Survey with the leadership team and staff. Advisory teachers will then review with their students and communicate the importance of answering the survey honestly.</p>
<p>The school will continue to fund campus aide and supervision aide positions to provide active supervision before the school day, during and after school, and at school events in order to maintain safe grounds for all students, staff, parents, and visitors.</p>	<p>08/15/2017 06/07/2018</p>	<p>Student engagement will increase as observed by the Administration, support staff and parents during classroom visits. Fewer discipline issues will be reported to the Deans. The percent of students agreeing that they feel safe on school grounds will increase as reported on the 2017 School Experience Survey.</p>
<p>Physical Health and Nutrition The School Nurse will follow-up on health factors identified as potentially contributing to a students' poor academic achievement by participating in SSPT meetings, and to identify necessary support services.</p>	<p>08/15/2017 06/07/2018</p>	<p>Students will respond positively on the social awareness questions of the School Experience Survey. The School Nurse will maintain a log of the students serviced and families referred to school and community based resources. Students will respond positively on the social awareness questions of the School Experience Survey.</p>
<p>Physical Health and Nutrition Breakfast in the Classroom (BIC) will continue for the 2016-2017 school year. Breakfast is said to be the most important meal of the day. Research shows that students benefit from eating breakfast in two ways. First, overall health is positively affected by healthy food choices. Secondly, evidence suggests that eating breakfast positively affects academic performance and attendance.</p>	<p>08/15/2017 06/07/2018</p>	<p>The percent of students attending 96% or higher will increase on our school's 2016-2017 Report Card. The PSA will review data with teachers and parents. The Categorical Program Advisor will continue to support the Cafeteria Manager and staff in providing breakfast to students each week. Five column rosters will be generated for each week and BIC pre-order forms will be created to assist with the number of meals packed daily for each classroom.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Mental Health Services The School Psychologist will participate in the Student Support and Progress Team (SSPT) meetings. Collaborate with teachers and staff regarding pre-referral intervention strategies for academic and social-emotional achievement. Collaborate with community agencies to facilitate services for students and their families. In collaboration with SSPT members will monitor progress of student and determine whether further supports are needed.</p>	<p>08/15/2017 06/07/2018</p>	<p>Students will respond positively on the social awareness questions of the School Experience Survey. The School Psychologist will maintain a log of the students serviced and families referred to school and community based resources.</p>
<p>The School Psychologist will participate in the school's Crisis Team and with the collaboration of an administrator and other members of the Crisis Team conduct threat assessments and risk assessments, develop safety plans to ensure student(s) safety at school, monitor and determine additional supports. The School Psychologist will also provide counseling (individual/groups) as needed or when referred by staff during the school day.</p>	<p>08/15/2017 06/07/2018</p>	<p>Students will respond positively on the social awareness questions of the School Experience Survey. The School Psychologist will maintain a log of the students serviced and families referred to school and community based resources.</p>
<p>The Psychiatric Social Worker (PSW) will participate in the school's crisis team and with the collaboration of an administrator and other members of the crisis team conduct threat and risk assessments, develop safety plans to ensure student(s) safety at school, monitor and determine additional supports; provide individual, group, and family counseling to help reduce the students' barriers to learning; link families to appropriate outside resources that can further support students and their families; Provide case management for students with clinical mental health issues.</p>	<p>08/15/2017 06/07/2018</p>	<p>Students will respond positively on the social awareness questions of the School Experience Survey. The PSW will maintain a log of the students serviced and families referred to school and community based resources.</p>
<p>The Healthy Start Coordinator will provide case management services through Garfield's Wellness Center; provide outreach and enrollment services for low and no-cost health insurance programs such as Medi-Cal and Healthy Families; provide parents, students, and staff with resource information and referrals to academic, medical, health, mental health, and other support services.</p>	<p>08/15/2017 06/07/2018</p>	<p>Students will respond positively on the social awareness questions of the School Experience Survey. The Healthy Start Coordinator will maintain a log of the students serviced and families referred to school and community based resources.</p>

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
<p>The Principal or designee will engage parents through monthly Coffee & Data with the Principal. As recommended by the English Learner Advisory Committee (ELAC), the Principal will review the importance of regular school attendance and safety, analyze monthly attendance data, analyze data related to discipline, as well as the Results of the School Experience Survey, and the School Report Card.</p> <ul style="list-style-type: none"> • School Experience Survey Results (Dec 2017) • School Report Card (February 2018) 	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Attendance Parents will receive information on the Compulsory Education Code, their legal responsibilities for student attendance, LAUSDs attendance goal, current school attendance data, and strategies on how to support student attendance. Parents will attend individual meetings, workshops, and school-wide assemblies (9th grade Orientation) facilitated by the Pupil Services and Attendance (PSA) Counselor. Parents will also receive general information about attendance on a monthly basis through school mailings. The Office Technician and Educational Aide will assist with written communication and materials will be duplicated for distribution to parents for trainings and for school mailings.</p>	<p>08/15/2017 06/07/2018</p>	<p>The percent of students attending 96% of the time will increase as reported on the School Report Card. The PSA will generate Monthly MyData attendance reports to track the cumulative attendance rate of the school.</p>
<p>Parents will be contacted regarding their child's chronic absenteeism/tardiness through Connect-Ed calls on a daily basis and through direct contact from the PSA or PSA interns.</p>	<p>08/15/2017 06/07/2018</p>	<p>The percent of students attending 96% of the time will increase as reported on the School Report Card. The Principal's Designee, PSA, and teachers will utilize Blackboard Connect messaging to inform parents of attendance, important meeting dates, policies and early warnings for attendance issues. Clerical Staff, the Parent Resource Liaison, Community Representative, and Office Technician will support the attendance goal with personalized phone calls.</p>
<p>School Safety Parents will receive information regarding the school's School-Wide Positive Behavior Intervention and Support and Discipline Plan such as the school's Dress Code, Behavioral Expectations, Attendance, and Anti-Bullying and Sexual Harassment Policies through school wide assemblies (9th Grade Orientation), the Student and Parent Handbook, school mailings, and Blackboard Connect phone calls.</p>	<p>08/15/2017 06/07/2018</p>	<p>The number of suspensions and expulsions will remain at 0 as reported in our School Report Card. The Principal's Designee and the School-Wide Positive Behavior Intervention and Support (SWPBIS) Team will generate discipline related data and share data with staff and parents.</p> <p>Parent responses on the 2015-2016 School Report Card will show the effectiveness of the information provided regarding the School-Wide Positive Behavior Intervention and Support and Discipline Plan on bullying as provided by the Safety and Discipline Team.</p>
<p>Parents will receive the Parent and Family Engagement Plan (PFEP) and School-Parent Compact. The PFEP and School Compact will be posted on the school website and mailed home to parents. Parents will be asked to return to the acknowledgement page to the school to the Advisory teacher.</p>	<p>08/15/2017 06/07/2018</p>	<p>Parents will return the acknowledgment page, the last page of the School-Parent Compact to the school site. Advisory teachers will be provided rosters to track which students return the School Compact page with the parent acknowledgement signature. The Categorical Program Advisor will collect the rosters and signature pages and file for 5 years.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Physical Health and Nutrition The School Nurse will provide training for parents in health-related issues on factors that can potentially contribute to a student's poor academic achievement. Parents will also be provided with school-based and community health-related information and resources provided by Garfield's Wellness Center, Bienvenidos Community and Mental Health Services, ALMA Family Services, Royball Comprehensive Health Center, Life Services, and the Los Angeles County Department of Mental Health.</p>	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center. The School Nurse will maintain a log of the students serviced and families referred to school and community based resources. Parents will respond positively on the social awareness questions of the School Experience Survey.</p>
<p>Breakfast in the Classroom (BIC) will continue for the 2017-2018 school year. Breakfast is said to be the most important meal of the day. Research shows that students benefit from eating breakfast in two ways. First, overall health is positively affected by healthy food choices. Secondly, evidence suggests that eating breakfast positively affects academic performance and attendance. Volunteers will continue to support BIC and staff by delivering the breakfast cart to designated classrooms and assist the Cafeteria Manager and staff in the inventory of BIC each morning.</p>	<p>08/15/2017 06/07/2018</p>	<p>A higher percentage of parents will agree that the school has a volunteer program and parents will also respond positively on the social awareness questions of the School Experience Survey. The Parent Resource Liaison and Community Representative will promote the school's volunteer program through flyers and monthly mailings.</p>
<p>Mental Health Services Parents will learn strategies to foster a connection between home and school. Parents will attend workshops facilitated by the School Psychologist to improve their relationship with their child at home.</p>	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center. The School Psychologist will conduct a needs assessment in order to develop future trainings for parents.</p>
<p>The Psychiatric Social Worker (PSW) will serve as the mental health referral liaison between Garfield and the School's Wellness Center. The PSW will work collaboratively with the Healthy Start Coordinator to support students and parents.</p>	<p>08/15/2017 06/07/2018</p>	<p>Parents will respond positively on the social awareness questions of the School Experience Survey. The PSW will maintain a log of the students serviced and families referred to school and community based resources.</p>
<p>Parents will receive education regarding suicide prevention, self-injury, and psycho-education related to mental health and reducing the stigma of mental health issues. Parents will attend workshops facilitated by the school's Psychiatric Social Worker (PSW).</p>	<p>08/15/2017 06/07/2018</p>	<p>Attendance rosters will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Resource Liaison and Community Representative will file these rosters in the Parent Center.</p>
<p>Parents will attend monthly meetings facilitated by the Healthy Start Coordinator who will provide case management services through Garfield's Wellness Center; provide outreach and enrollment services for low and no-cost health insurance programs such as Medi-Cal and Healthy Families; provide parental resource information and referrals to academic, medical, health, mental health, and other support services.</p>	<p>08/15/2017 06/07/2018</p>	<p>Parents will respond positively on the social awareness questions of the School Experience Survey. The Healthy Start Coordinator will maintain a log of the students services and families referred to school and community based resources.</p>

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).

Garfield High School students demonstrate their college readiness through their success in the Advanced Placement (AP) program. Students have multiple opportunities to enroll in AP courses throughout their high school years. Advanced Placement courses offered at Garfield include: World History, US History, Government, English Language and Literature, Spanish Language and Literature, Calculus, Statistics, and Environmental Studies. The Advanced Placement curriculum prepares students for the rigor of college level work. Students also have the opportunity to take an AP exam without being enrolled in the course. The number of students earning a score of '3' or higher has steadily increased in the last two years. Our measurable objective is to increase the number of students enrolled in AP courses.

Garfield High School is part of the GO East LA Initiative which supports students throughout their educational careers. GO East LA offers all Garfield and East Los Angeles College (ELAC) students guaranteed admissions to Cal State L.A. and ELAC meeting minimum requirements. This initiative will promote greater outcomes for all East L.A. students, focusing on college awareness, preparation and completion, and career readiness. Students earn college credit while still enrolled in high school. ELAC offers courses on our campus taught by ELAC professors. Courses include:

Garfield High School Career Technical Education (CTE) program seeks to earn students college credit while enrolled in high school, improve job readiness skills, job placement potential, and motivation to pursue a post-secondary education and/or training.

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

The school will continue to implement the school's tiered Progressive Discipline and Intervention Plan as a means to provide a safe learning environment.

Tier 1-Teachers

- Counsel students
- Contact parent (Blackboard Connect calls, direct phone call)
- Seat change, send to another teacher

GARFIELD SH (1867901)

- Teacher suspension
- Enforce school behavioral expectations and policies
- Parent Shadowing
- Student Success and Progress Team (SSPT) Referral

Tier 2- Academic Counselors, PSA, PSW, School Psychologist

- Counsel student
- Contact parent (direct phone call)
- Refer to PSA, PSW for threat assessment
- SSPT Referral
- Threat assessment
- Schedule a parent conference
- Daily progress and attendance checks
- Enforce school policies
- Parent Shadowing

Tier 3-Deans

- Schedule a Parent Conference
- Enforce school policies
- Lunch Detention
- Safety plans
- SSPT Referral
- Parent Shadowing
- Positive Behavior Plan

Tier 4-Administration

- Incident System Tracking Accountability Report (iSTAR)
- Facilitate the Student Support and Progress Team (SSPT) meetings.
- Facilitate the Discipline Review Team (DRT) meetings.
- Facilitate the Discipline and Safety Committee Team meetings.

The School-Wide Positive Behavior Intervention and Support (SWPBIS) Team composed of an Administrator, Dean, Parent, Student, Support and Classified staff, will meet monthly to review data related to discipline and maintain and improve current systematic interventions to reduce student suspension. The SWPBIS Team will focus on providing pertinent information to the school staff on the behavioral systems that are in place school wide, for the classroom, and for individual student interventions. The Team will consistently reinforce the School-Wide Positive Behavior Intervention and Support and Discipline Plan through PA announcements, posters, and classroom visuals. Students will be recognized for modeling positive behavior to and from school, in the classroom, during passing periods, and in common areas.

Staff will attend meetings and professional development facilitated by the SWPBIS Team to develop classroom management strategies to reduce classroom disruptions. Teachers who are struggling with classroom management will meet with mentor teachers/ Deans/Academic Coaches/ Administrators/Behavior Support specialists to develop classroom management strategies.

Students will receive information regarding the School-Wide Positive Behavior Intervention and Support and Discipline Plan such as the school's Behavioral Expectations, and Anti-Bullying and Sexual Harassment Policies through printed media, announcements over the PA, school wide assemblies and classroom lessons and discussions.

The school will continue to fund campus aide and supervision aide positions to provide active supervision before the school day, during and after school, and at school events in order to maintain safe grounds for all students, staff, parents, and visitors.

Parents will receive information regarding the school's School-Wide Positive Behavior Intervention and Support and Discipline Plan such as the school's Dress Code, Behavioral Expectations, Attendance, and Anti-Bullying and Sexual Harassment Policies through school wide assemblies (9th Grade Orientation), the Student and Parent

Handbook, school mailings, and Blackboard Connect phone calls.

Parents will receive the Parent and Family Engagement Plan and School-Parent Compact. The PFEP and School Compact will be posted on the school website and mailed home to parents. Parents will be asked to return to the acknowledgement page to the school to the Advisory teacher.

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

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

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

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

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

The School Site Council (SSC), English Learner Advisory Committee (ELAC), and the school's Leadership Team reviewed the results of the 2016 School Experience Survey, the 2015-2016 School Report Card, the measurable objective of the 2016-2017 Single Plan, Fall Quarter/Semester grades, 2016 ELA & MATH Smarter Balanced summative results, 2016-2017 Smarter Balanced Interim Assessment results and used that data and information to set the measurable objectives for 2017-2018 Single Plan.

These Advisory committees and leadership team include administrators, parents, teachers, students, support staff, and other school staff such as coordinators, counselors, parent resource liaison, and community representative.

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

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

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

N/A

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

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

Los Angeles Unified School District

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

Program Budget Codes:

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

Name of School	Local District	Principal
GARFIELD SH (1867901)	E	CANTU, MARIO X

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
2,512	88.00	11.00	0.44	10183 \$ 653,895 10397 \$ 0 10400 \$ 1,181,571 10405 \$ 18,524 Total \$ 1,853,990

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 	121,443	Low-income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 79% • Percentage of high school students on track for A-G with a “C”: 50%

• The Pupil Services and Attendance Counselor will assess the schools' data trends related to student enrollment, attendance, adjustment, academic achievement, and graduation; create and implement differentiated prevention, intervention and recovery efforts using evidence based strategies and a tiered approach to improve individual and school-wide outcomes; participate in and/or facilitate multidisciplinary teams, Student Support and Progress Team (SSPT) and Student Attendance Review Team (SART) in order to increase the attendance rate of Low-income, English learners, RFEPs and foster youth students.

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>• The English Learner Designee will maintain a comprehensive, instructionally effective and compliant program that accelerates the academic achievement of Low-income, EL, RFEP, Foster Youth students; provide instructional support for teachers regarding effective strategies for English Learners, conduct demonstration lessons to improve instruction for English Learners, facilitate teacher meetings to analyze assessment data, discuss best practices, identify student needs, and plan differentiated instruction for English Learners; provide professional development, which supports the English Learner Master Plan program implementation; assist with administration of assessments, placement initial English Development level of newly enrolled English Learners, and to improve the SBAC English language arts and mathematics proficiency rates, the EL reclassification rate, the Rate of ELs making annual progress on CELDT, the rate of ELs demonstrating proficiency in English and to decrease the number of long-term English learners (LTELs).</p> <ul style="list-style-type: none"> • The Non-Register Carrying Teacher will work with Low-income EL, RFEP, Foster Youth and LTEL students to increase student achievement. The Non-Register Carrying Teacher will use data to identify areas of need for intervention targeting these students, will provide supplemental professional and parent workshops to improve the graduation rate, Individual Graduation Plan (IGP) completion rate, and percentage of students on track to graduate. • Maintenance of Equipment funds will be used to pay maintenance fees for a Toshiba E-Studio 850 copy machine located in the English Learner Program Office. The copier will facilitate the distribution of supplemental instruction materials for Low-income, EL, RFEP, and Foster Youth students, and parent bulletins for parents of Low-income, EL, RFEP, and Foster Youth students. • A Highly qualified bilingual Teacher Assistant will provide classroom reinforcement and instructional support to ELs and LTELs who are not 	<p>194,939</p>	<p>Low-income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%

meeting CELDT Reclassification Criteria. The paraprofessional will provide services under the direct supervision of a highly qualified classroom teacher. The paraprofessional will also communicate with parents of EL students in their primary language, and will provide primary language support in the appropriate EL program classes in order to provide EL students access to the curriculum and to improve the SBAC English language arts and mathematics proficiency rates, the EL reclassification rate, the Rate of ELs making annual progress on CELDT, the rate of ELs demonstrating proficiency in English and to decrease the number of long-term English learners (LTELs).

- Other Non-Instructional Contracted Services will provide funds for other non-instructional contracted services to improve the SBAC English language arts and mathematics proficiency rates, the EL reclassification rate, the Rate of ELs making annual progress on CELDT, the rate of ELs demonstrating proficiency in English and to decrease the number of long-term English learners (LTELs).
- Rental of Equipment funds will provide funds for lease agreements for instructional equipment to improve the SBAC English language arts and mathematics proficiency rates, the EL reclassification rate, the Rate of ELs making annual progress on CELDT, the rate of ELs demonstrating proficiency in English and to decrease the number of long-term English learners (LTELs).
- Teacher X Time will fund teachers who will provide targeted afterschool intervention to Low-income, ELs, RFEP, and Foster Youth who are not making adequate academic progress
- Librarian X Time will pay the librarian who will attend training on enhancing his ability to service the academic needs of our Low-income, ELs, RFEP, and Foster Youth who are not making adequate academic progress.

<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>
<ul style="list-style-type: none"> • The Pupil Services and Attendance Counselor will assess the schools' data trends related to student enrollment, attendance, adjustment, academic achievement, and graduation; create and implement differentiated prevention, intervention and recovery efforts using evidence based strategies and a tiered approach to improve individual and school-wide outcomes; participate in and/or facilitate multidisciplinary teams, Student Support and Progress Team (SSPT) and Student Attendance Review Team (SART) in order to increase the attendance rate of Low-income, English learners, RFEPs and foster youth students. • The Psychiatric Social Worker (PSW) will promote prevention, early intervention, and healing for Low-income, ELs, RFEP, and Foster Youth students at risk of academic or behavioral problems by creating services and supports that address risk factors and promote protective factors and offer school-wide support aligned with Positive Behavioral Interventions & 	<p>298,937</p>	<p>Low-income, EL, RFEP, 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%

Supports (PBIS) principles, mental health promotion, awareness, and education, including classroom, grade-level and school-wide intervention, in order to help increase the attendance rate.

- The School Psychologist will provide professional development to teachers in the areas of classroom management, counseling of students, and behavioral support. School Psychologist will review the Student Support and Progress Team (SSPT) referral process as well as protocols for Crisis Team Intervention. School Psychologist will use MiSiS attendance data and teacher referrals to target students who are chronically absent because of medical leave, mental health issues such as anxiety and depression, and homelessness; will collaborate with teachers and staff regarding pre-referral intervention strategies for academic and social-emotional achievement; collaborate with community agencies to facilitate services for students and their families; will monitor progress of student and determine whether further supports are needed. The School Psychologist will participate in the school's Crisis Team and with the collaboration of an administrator and other members of the Crisis Team conduct threat assessments and risk assessments, develop safety plans to ensure student(s) safety at school, monitor and determine additional supports. The School Psychologist will also provide counseling (individual/groups) as needed or when referred by staff during the school day. Parents will learn strategies to foster a connection between home and school. Parents will attend workshops facilitated by the School Psychologist to improve their relationship with their child at home.

- The School Nurse will participate and may lead: health-related counseling and education for parents and families, including home visits; staff development in health-related issues and health-related counseling; school and community health-related information groups and projects (classroom health presentations, health-information "clubs," resources for administrators and classroom teachers); multidisciplinary teams such as Student Support and Progress Team (SSPT) to identify necessary support services; follow-up on the prevention and control of communicable diseases contributing to students' poor academic achievement; health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes and hypertension; and assist with Child Health and Disability Prevention Program (CHDP) exams to increase the attendance rate of Low-income, English learners, RFEPs and foster youth students.

- The two (2) Counseling Assistants will receive administrative direction from the principal (or designee) of the school to which assigned. They will receive direct supervision from the secondary school counselor, school psychologist, pupil services and attendance (PSA) counselor, clinical psychologist, psychiatric social worker, or psychiatric nurse, as appropriate. They will also conduct individual student conferences to discuss educational, emotional, personal, physical, and social adjustment and vocational matters; refers students for specialized assistance, as needed. They will assist counselors and other student health and human services personnel in working with teachers to increase their understanding of individual students. They will assist in gathering pertinent data for individual student studies.

They will participate in case conferences and assists in remedial planning and follow-through. They will identify resources available within the school, District, and community to meet the needs of individual students; assists in making such referrals and contacts. They will assist in maintaining a cumulative record for each student. They will participate in a school-wide group guidance program. They will also communicate and cooperate with parents.

Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
<ul style="list-style-type: none"> • The Community Representative will perform a liaison role between the school and the community to improve the SBAC English language arts and mathematics proficiency rates, the EL reclassification rate, the Rate of ELs making annual progress on CELDT, the rate of ELs demonstrating proficiency in English and to decrease the number of long-term English learners (LTELs). 	14,920	Low-income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"> • Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%

Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
<ul style="list-style-type: none"> • Two (2) School Supervision Aides will assist in maintaining high standards of discipline for Low-income, EL, RFEP, and Foster Youth students and ensuring the observance of rules and procedures by students and others on a school campus. He or she will assist school administrators in contacting parents regarding students and assist a certificated employee in supervising students during field trips and special events. He or she will also assist a certificated employee in counseling individual students or groups of students or in assisting student clubs. 	23,656	Low-income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount	CE-NTLB-T1-Targeted (70S46) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10246 10246 - DIFF INSTL COACH SEC	<input type="checkbox"/>	110004	0.00 2,731	0.00 0	0.00 0	0.00 0	0.00 2,731
10376 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 10,378	0.00 0	0.00 0	0.00 0	0.00 10,378
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 8,776	0.00 0	0.00 0	0.00 0	0.00 8,776
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 116,303	0.00 0	0.00 0	0.00 0	1.00 116,303
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 0.5 Day)	<input type="checkbox"/>	120021	0.00 36,338	0.00 0	0.00 0	0.00 0	0.00 36,338
13297 13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	2.00 174,454	0.00 0	0.00 0	0.00 0	2.00 174,454
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	3.00 333,989	0.00 0	0.00 0	0.00 0	3.00 333,989
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	3.00 336,813	0.00 0	0.00 0	0.00 0	3.00 336,813
21468 21468 - CLERICAL X-TIME	<input checked="" type="checkbox"/>	240004	0.00 0	0.00 0	0.00 6,562	0.00 0	0.00 6,562
26288 26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	<input checked="" type="checkbox"/>	240001	1.00 66,774	0.00 0	0.00 0	0.00 0	1.00 66,774
26594 26594 - PRNT RSR LIASN C1T/7 (8 Hrs / 5 Days)	<input type="checkbox"/>	240001	1.00 66,652	0.00 0	0.00 0	0.00 0	1.00 66,652
27725 27725 - INFO SYS SUP AST C1T (8 Hrs / 5 Days)	<input type="checkbox"/>	240001	1.00 65,991	0.00 0	0.00 0	0.00 0	1.00 65,991

GARFIELD SH (1867901)

40239	<input type="checkbox"/>		0.00	12,348	0.00	0	0.00	217	0.00	0	0.00	12,565
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	3,183	0.00	0	0.00	14,921	0.00	0	0.00	18,104
PENDING DISTRIBUTION												
Total			12.0 0	1,234,730	0.00	0	0.00	21,700	0.00	0	12.00	1,256,430

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**