

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

KENNEDY SH (1872501)



**Superintendent
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SCHOOL IDENTIFICATION

School Name: KENNEDY SH (1872501)

Local District: _____

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

For additional information on our school programs contact the following:

Principal: CHAVEZ, RICHARD J

E-mail address: richard.chavez@lausd.net

SPSA Designee: XIONG, DEAN

Position: SECONDARY TEACHER

E-mail address: dax9193@lausd.net

School Address: _____

School Telephone Number: _____

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

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

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

Typed name of Local District Director

E-Signature of
Local District Director

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

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

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <input checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	04/05/2017	Marisol Velazquez	<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:

04/03/2017

School plan approval appears in SSC Minutes.

Date

Attested:

_____ Typed name of SSC chairperson	<input type="checkbox"/> _____ E-Signature of SSC chairperson	_____ Date
CHAVEZ, RICHARD J _____ Typed name of school principal	<input type="checkbox"/> _____ E-Signature of School principal	04/04/2017 _____ Date

Please sign here

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> 930,315</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> 16,350</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u> 0</u>
Total amount of categorical funds allocated to this school: \$ <u> 946,665</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.)

We envision that as a result of the collaboration and communication shared by the Kennedy High School Stakeholders:

- Students will be empowered to assume responsibility for their own quality education.
- Students will graduate possessing critical-thinking and problem-solving skills.
- Students will leave Kennedy prepared to succeed in post-secondary education, technical training, military service, or the work place.
- Teachers will provide a meaningful and rigorous curriculum and an environment of educational excellence for students.
- Parents will work in partnership with the total school community.

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?)

We, the members of the JFK community, strive to offer an effective education to our diverse student population and to provide them with the skills and leadership ability they will need to become productive citizens in today's world.

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/>

John F. Kennedy High School, one of sixty comprehensive high schools in the Los Angeles Unified School District (LAUSD), is a high school located 23 miles northwest of downtown Los Angeles in the middle-class San Fernando Valley neighborhood of Granada Hills.

Groundbreaking on the 27.5 acre site for John F. Kennedy High School took place on March 25, 1969, three years after the Los Angeles Unified School District acquired the land. We opened our doors in 1971 as LAUSD complied with court-ordered integration. Along with students from neighboring areas, many students travelled to Kennedy on buses from across the city. New schools were built in the San Fernando Valley, reducing Kennedy’s enrollment. Enrollment at Kennedy HS decreased from 2,093 in 2014-15 to 2,076 for the 2015-16 school year (400 of those students being a part of our Architecture, Digital Arts & Film Making magnet program). Currently, most of our students are residents of Granada Hills, although 200 magnet students are bused in from various parts of Los Angeles to participate in the Architecture, Digital Arts & Film Making magnet program.

From the beginning, Kennedy’s student body has been proud of cultural diversity. Spanish, Arabic, Filipino, Hindi, Armenian, Urdu, Russian, Korean, Thai, and Punjabi are all languages that can be heard on our campus on any regular day.

In addition to being culturally diverse, the student body is also economically diverse. John F. Kennedy High School’s Title I status is school-wide. Our percentage of Title I students is at 69% in 2016-17 an increase of 8% from 2015-16. The socio-economic status of the remaining student-body varies widely, ranging from lower middle-class to upper middle class backgrounds.

- grade levels/school configuration

John F. Kennedy High School is a comprehensive high school that provides an education to 9th, 10th, 11th and 12th graders. We also house an Architecture, Digital Arts & Film Magnet as well as a Gifted-Highly Gifted-High Ability Medical Magnet. Our main school also hosts two SLCs: The Teaching Academy and our Freshman Academy.

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

John F. Kennedy High School is a comprehensive high school that provides an education to 9th, 10th, 11th and 12th graders. The school houses the Architecture, Digital Arts & Film Magnet and the Gifted-Highly Gifted-High Ability Medical Magnet and two other Small Learning Communities: The Teaching Academy and the Freshman Academy.

3. Indicate student enrollment figures:

Due to several new high schools opening in the 2011-2012 school year, our enrollment has dropped significantly each year. However, there's an significant increase in ninth grade enrollment in 2016-17 with the opening of the Gifted-Highly Gifted-High Ability Medical Magnet.

	Grade 9	Grade 10	Grade 11	Grade 12
2016-2017*	623	538	462	499
2015-2016	575	548	494	459
2014-2015	532	608	519	434
2012-2013	648	594	560	483
2011-2012	670	582	631	521

*Data provided by MyData on February 17, 2017.

Students at Kennedy speak 15 different languages. Predominant among these are English, Spanish, Tagalog, Armenian, Korean, and Arabic. One part-time EL Designee and three bilingual teaching assistants provide services to English Language Learners (ELL). Our ELL population consists of 172 students and includes 39 ESL students (ELD levels 1 through 4). All ESL students participate in a Structured English Immersion Program. The district mandated High Point ELD Program and California English Language Development Test (CELDT) are used for the placement and assessment of the ELD students. All English Learners receive access to the core curriculum through "sheltered" classes implementing Specially Designed Academic Instruction in English (SDAIE) strategies in English, mathematics, social studies, and science.

We have a large population of Long Term English Learners (LTELs). There are 116 LTELs at Kennedy. These students receive instruction in either the Advanced ELD program or in the Language and Literature classes. Both of these programs offer an additional intervention class that is designed to provide assistance to ensure the LTEL students receive access to grade level English curriculum. One part time EL Designee has been assigned to work with our EL population this year. Our special education program serves 346 students--140 General Education Resource, 140 Special Day Program, and 63 Autism and ID Program Alternate Curriculum.

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

John F. Kennedy High School was designated a Title I school during the 2002 school year. The school's Title I status is school-wide, which allows all students to receive Title I services. The percentage of Title I students in 2015-16 was 69%. According to the 2016-17 LAUSD school ranking data, 79% of John F. Kennedy High School students qualified for the federal free or reduced lunch program. The socio-economic status of the remaining student-body varies widely, ranging from lower middle-class to upper middle-class backgrounds.

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

Kennedy High School is racially diverse. However, the student body is predominately Hispanic (81%), white (9%), and Filipino (.3%). According to the 2017 MISIS data, students at Kennedy HS speak 15 different languages at home. Predominant among these are English, Spanish, Tagalog, Armenian, and Arabic.

ARABIC	11
ARMENIAN	8
ASSYRIAN	1
ENGLISH	1268
FARSI	4
FILIPINO	8
JAPANESE	1
KOREAN	4
OTHER	3
PASHTO	2
PUNJABI	6
RUSSIAN	2
SAMOAN	1
SPANISH	789
THAI	1
URDU	4*

*Data provided by MISIS February 17, 2017.

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:

When communicating with parents, we use a range of strategies. Faculty and staff conduct individual phone calls to parents and guardians in order to secure help in monitoring their student's academic progress. JupiterEd and Connect-Ed are used to contact parents and guardians electronically; information from the Connect-Ed call will also be emailed to parents and guardians in English or Spanish. The school sends a monthly newsletter and a Parent Center calendar to all parents to remind parents of parent workshops that relate to assessments and the School Report Card. The school sends home student progress reports in both English and Spanish every five weeks and a final report card at the end of each semester.

For senior students in danger of failing, our counseling office sends an additional letter informing parents and guardians of their child's academic progress and the intervention programs available at the school site. LAUSD also mails home individual student Smarter Balanced Assessment Consortium (SBAC) test results and the School Report Card. Workshops are organized by the coordinators, the Parent Community Representative, and administrative staff to help parents understand the SBAC data, A-G requirements, and Common Core State Standards with parents. John F. Kennedy also maintains an updated web site with information on school activities and testing information.

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 checked="" type="checkbox"/> | Public School Choice (PSC) |
| <input type="checkbox"/> | Partnership for Los Angeles Schools (PLAS) |
| <input type="checkbox"/> | L.A.'s Promise |
| <input type="checkbox"/> | Reed |
| <input type="checkbox"/> | Professional Learning Community (PLC) |
| <input type="checkbox"/> | Small Learning Community (SLC) |

Other important characteristics of the school:

Architecture, Digital Arts & Film Magnet
 Gifted-Highly Gifted-High Ability Medical Magnet

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:

1. Professional Development focused on effective instructional practice for achievement of the Common Core standards and success on the upcoming Smarter Balanced test.
2. All departments need to develop common assessments which align with the Common Core State Standards and effective methods of data analysis to guide instruction.
3. Increased parent communication and participation in school events including student academic progress, the WASC process, and Instructional Rounds.
4. Consistent implementation of technology as part of the instructional program needs to be improved.
5. Common pacing plans and clear, rigorous expectations need to be established across all departments.
6. Community and business partnerships, which provide students with real-world experiences and personal support, need to continue to be increased.

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	<p>The CPA presented the new SPSA format to the School Site Council, discussed all sections, and worked in small groups to identify key strategies to improve student learning and increase parental involvement.</p> <p>Needs assessment survey was distributed to all stakeholders.</p> <p>The CPA reviewed and discussed the final SPSA document and the 2017-18 Title One budget with the council on April 3, 2017.</p>	02/06/2017, 03/08/2017, 03/28/2017, 04/03/2017
<input checked="" type="checkbox"/> Departments	<p>The CPA met with the math and English department chair to discuss the math and English sections of the SPSA and identify needs assessment to support student learning.</p> <p>CPA met with School Base Management and Instructional Leadership Team and discussed sections of the SPSA. Data from the School Report Card, SBAC, District Mark Reports, and Saturday Intervention/Credit Recovery Program were shared and discussed to develop action steps to meet the needs of students.</p>	02/22/2017, 03/14/2017
<input checked="" type="checkbox"/> English Learner Advisory Committee	<p>The CPA met with TSP coordinator/EL designee and discussed the new format of the SPSA. Needs assessment for the EL program will be discussed with ELAC and stakeholders.</p>	02/06/2017, 04/05/2017

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

ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input 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: Cohort Outcome Data 2014/15

1. List key findings related to school’s graduation rate based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).

According to the 2015-2016 School Report Card, 84% of students graduated in four years, a 2 percent drop from the previous year. There was a 1% growth in students on track to pass all A-G courses with a “C” or better; however, the percentage remained low. Only 46% of the students were on track to pass all A-G courses with a “C” or better in 2014-15 and only 47% were on track in 2015-16.

The Performance Meter-Data Summary Sheet revealed that of the 437 students tested on the ELA portion of the Early Assessment Program (EAP) only 19% were Ready for College; an increased of 5% from last year. Of the 438 students who took the math portion of EAP, 5% were categorized as “Ready for College” which is the same percentage as last year, however, only 171 students were tested.

According to the MyData information 80% (395 seniors) of the class of 2017 are on-track to graduate. 58% of Limited English Proficient students are not on-track to graduate.

Language Classification	% Not On-Track	% On-Track	# of Students
ENGLISH ONLY	16%	84%	182
INITIALLY FLUENT ENGLISH PROFICIENCY	22%	78%	108
LIMITED ENGLISH PROFICIENCY	58%	42%	36
RECLASSIFIED FLUENT ENGLISH PROFICIENCY	14%	86%	168
Grand Total	20%	80%	494

The SBAC data from 2015-16 revealed that of the 437 students tested 42% of the students scored Not/Nearly Met Standards in ELA. 21% of the students scored Below Standard on the Reading, 19% scored Below Standard on Writing, 14% scored Below Standard on Speaking and Listening, and 13% scored below standard on Research/Inquiry. For math, 76% of the 438 students tested scored Not/Nearly Met Standards. 43% of the students scored Below Standards on claim Concepts & Procedures, 35% scored Below Standard on Problem Solving, and 23% scored Below Standard on Communicating Reasoning.

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

Students who are not on-track for graduation struggled to meet their A-G requirement. As of January /2017, 730 students received a D or lower grade in math; 264 students received a D or lower grade in their English class. Algebra 1 and Algebra II continue to be challenging academic subjects for many students. Statistical data revealed that high number of students in various subgroups scored Below Standards in the Concepts and Procedures claims in mathematics while in ELA Reading claim is where high number of students of various subgroups scored Below Standard. More importantly, a high number of EL students are having difficulty mastering the content standards necessary for graduation.

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

N/A

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

N/A

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

English and math will be school-wide focus areas. Both the English and Math Departments are setting targeted growth goals to improve students scoring Near Standard or Above Standard on department assessments. Action steps will be developed departmentally to improve student learning. The departments will continue to provide rigorous academic tutoring and support and monitor student progress.

The school goals and key strategies will be shared and discussed with all stakeholders to ensure that students are achieving and are college and career ready. The

Instructional Leadership Team (ILT) will provide professional development during PD Tuesday schedule, PD and collaboration during the regular schedule, PD and time for collaboration beyond the school day on the following key ideas:

1. Test data analysis using MyData and/or state and local student achievement data such as SBAC, District Interim Assessments, CELDT, and other local benchmarks including department developed assessments.
2. Facilitate data driven conversations in the department meetings.
3. Using data, the academic departments will review and amend the SMART goals, review measurable objectives, and develop strategies or short-term action plan to achieve the goals as outlined in the Single Plan for Student Achievement (SPSA).
4. Implement curriculum fully aligned to the Common Core State Standards (CCSS) to ensure that all students receive a rigorous academic instruction in reading, writing, and mathematics.
5. Review the Big Ideas Math and content standards in both mathematics and ELA.
6. Discuss, inform, and train teachers on the new A-G requirements and how to help students become college and career ready.
7. Core departments to emphasize DOK and coherence in the curriculum.
8. Student centered instruction that focuses on collaborative activities and the application of skills.
9. Teachers to conduct cross-curricular instruction and/or activities to focus on English and Language Arts and Literacy in history/social studies, science, and technical subjects standards to ensure that students are college and career ready in literacy.

To maximize instructional time, teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding to support at-risk students. All teachers are to practice good teaching strategies that include:

- CCSS based instruction.
- Establish clear expectations of student achievement goals using the White Board Configuration and classroom social contract.
- Provide rigorous academic instruction that emphasizes DOK instead of memorization of facts.
- Create and utilize CCSS curricular and assessment materials.
- Use clear definition in discussion and reasoning.
- Create a nurturing learning environment to support student learning.
- Monitor student learning and communicate with parents/guardians using JupiterEd, Blackboard Connect, and/or personal phone calls.

The Instructional Leadership Team (ILT) will continue to provide support to classroom teachers on white board configuration, clear expectation/lesson objectives, standard based lessons, and use instructional rounds to identify effective instructional practices. The administrative leadership team and categorical programs will provide professional development and training hours for core subject teachers to develop and analyze Common Core type of assessments. In addition, teacher release days will be budgeted to allow teachers to observe best practices, implement instructional rounds, and review department data to inform instruction.

The ILT will provide rich and meaningful professional development focused on:

- Data driven instruction.
- The instructional shifts in ELA, mathematics, social studies, and science (NGSS) and develop intervention strategies to support student learning.
- Differentiation of instruction using technology including computer apps, web programs, and on-line teacher tools such as Google Classroom, Edmodo, MyData, etc.
- Problem solving teaching/learning model.
- Academic rigor as related to Common Core and Depth of Knowledge (DOK).

Teachers will be empowered and encouraged to attend conferences to acquire researched base instructional strategies and improve their instructional practices. Conferences include but not limited to CUE and core content related conferences such as CATE, 2017 Curtis Center Conference Program, California League of High School Mathematics Conference and English Conference, the California Science Education Conference, Social Studies Conference, CABE, AMAE, and Advance Placement Conferences. Classroom teachers will differentiate instruction including the use of web-based instruction, Blended Learning strategy, cooperative learning groups, Socratic seminars, projects, and independent research to allow students to think, practice, and integrate new ideas into growing knowledge structure. Teachers will model, demonstrate, and create “real-life” word problems related to mathematics to address Common Core Mathematics Standards.

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

The school's graduation rate will be increased by 10% in 2017-18 school year.

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

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Categorical Program Advisor will ensure the proper administration of the Title One Program and be in compliance with district, State, and Federal mandates. In addition, the CPA will provide direct services to students, conduct professional development activities including the facilitation of effective instructional programs, monitoring academic intervention program and student progress, and coordinate parent workshops/activities to promote parent involvement.</p> <p>CPA X time (indirect) will be provided for the CPA to work outside of the basic assignment (August 10 and 11 (2 days before school starts)) to plan professional development, organize parent orientation before the new school year, provide in-services, plan the federal meal program initiative, review categorical program mandates, and 3 days (June 11- 13) at the end of the school year to conduct equipment inventory and contact vendors to close the book for the programs.</p>	07/01/2017 06/30/2018	The principal and/or administrative designee will review sign in sheets, the School Experience Survey Report, Title One Ranking report, WASC report, and analyze the School Report Card for positive feedback to determine the effectiveness of the program.
<p>With the shift in instruction and new software and online apps, the teachers will need to hear the latest research and see the best practices and the newest faces in their field. Teachers will continue personal and professional development by attending the following conferences--CUE, the California League of High School ELA, California League of High School Math, NSTA National Conference, California Science Education Conference, and the California Council for the Social Studies Conference to acquire new instructional practices that focus on Common Core, closing the achievement gap, reading literacy strategies, and integrating technology into the classroom.</p>	07/01/2017 06/30/2018	The principal and/or administrative designee will review conference program, agenda, classroom lessons and instruction, and district mark report to determine the effective of the program.
<p>Staff Training Rate to Provide training to classified staff on Common Core instructional shifts, using and monitoring technology in the classroom, SBAC data analysis, JupiterEd, Edgenuity and other intervention programs that will improve student achievement.</p>	08/14/2017 11/13/2017	The principal and/or administrative designee will review agenda, sign in sheet, and evaluation forms to determine the effective of the program.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	117360	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	50080 - STAFF CONF ATTEND	50080	10,000	0.00	100
CE-NCLB T1 Schools (7S046)	21676 - STAFF TRNG R 3 CLSS	21676	1,009	0.00	100
CE-NCLB T1 Schools (7S046)	11267 - CAT PROG AD X INDRCT (6 Hrs / 5 Days)	11267	2,337	0.00	100

Focus Area: Effective Classroom Instruction

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To support the integration of technology, the Micro-computer Support Assistant will provide technology support to the classrooms and maintain computer labs including the Chromebook carts, laptop carts, and review education software/apps and programs to support student learning.	07/01/2017 06/30/2018	The principal and/or administrative designee will monitor and provide guidance to ensure that the school's technology needs are met.
Provide highly qualified teachers assistants (TAs) to work with teachers in English, World History, and Algebra One classes and reinforce instruction, facilitate small group discussion, and support instructional remediation to improve student learning. Teacher Assistant Relief for TAs to work outside of their basic assignment and provide additional instructional support to students in the Learning Center starting August 31 - December 15, 2017 and in the Saturday Academic Enrichment Program (Jan 6 - March 31, 2018). The TAs will reinforce concepts, tutor students in small groups, and provide one-on-one instructional remediation as needed.	07/01/2017 06/30/2018	The principal and/or administrative designee will monitor and review TA sign in sheets, District Mark Reports, and student interaction in the classrooms to determine the effectiveness of the program.
Provide curricular trips to the Holocaust Museum (1 bus) and the Reagan Library (1 bus) to differentiate and maximize learning and to help students make connection to classroom instruction as related to social science and reading and writing content standards.	07/01/2017 06/30/2018	The principal and/or administrative designee will review program information, lesson plans, and District Mark Reports to determine the effectiveness of the program.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)	25690	70,734	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	107762	9,230	1.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	5,100		100
CE-NCLB T1 Schools (7S046)	30210 - TA HEALTH&MEDBENEFIT	30210	5,100	0.00	100
CE-NCLB T1 Schools (7S046)	10701 - TCHR AST RELIEF	10701	3,256	0.00	100
CE-NCLB T1 Schools (7S046)	50174 - CURRICULAR TRIPS	50174	740	0.00	100
CE-NCLB T1 Schools (7S046)	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	107762	9,230	1.00	100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Acquire an office technician to provide support to the Title One Program and assist with the summoning of students, contact parents of at-risk students, support the school and students with daily attendance check, Title One meal eligibility, send out reminder to students on intervention program, and help the Parent Center with parent involvement activities.</p>	<p>07/01/2017 06/30/2018</p>	<p>The principal and/or administrative designee will review daily logs, sign-in sheets and the School Report Card to determine the effectiveness of the program.</p>
<p>Tutor X time will be provided for teachers to work after the regular work day to help students in the After School Tutoring Program (starting August 15, 2017 - June 8, 2018) and in the Learning Center for math, English, science, and social science classes. The Learning Center will continue to be supported by the Title One Program and ARC, an award-winning after school and experiential educational program from Beyond the Bell. The goal of the tutoring program is to advance the educational and personal success of students through strategic and high quality instructional support including student mentorship and one-on-one and/or small group tutorial services.</p> <p>To increase the achievement levels of at-risk students and low-income students, the school will focus on setting high standards, a challenging curriculum, effective enrichment intervention program, and acquiring highly qualified teachers. Kennedy High School will provide students with rigorous instruction with an emphasis on CCSS and allow students to experience hands-on, student-centered learning. The following strategies will be utilized to accelerate the performance of significant subgroups:</p> <ol style="list-style-type: none"> 1. The School Based Management Team, The Instructional Leadership Team, coordinators, administration, and counselors will provide comprehensive professional development for teachers, counselors, administrators, and paraprofessionals on technology like MISIS, JupiterEd, Mastery Connect, Google Classroom, and other instructional programs and/or software/apps. 2. Provide sub coverage for teachers to observe best practices and/or participate in Instructional Rounds and also to review disaggregated data at the beginning of each semester (August 22-25, 2017 and January 9-12, 2018) to identify at-risk students and develop departmental strategies and interventions. 3. Identify and provide at-risk students in ELA with Accelerated Readers program. 4. Provide at-risk students in math with Ingenuity or IXL program. 5. Teachers and counselors to communicate and/or meet with the parents of at-risk students and enroll them in the Saturday Credit Recovery Program. 6. LTEL, ESL, and resources teachers to meet after the regular work day to review student data, collaborate, and develop scaffolding activities to be implemented with sub groups in the classroom. <p>Budget Teacher X-time indirect for teachers and coordinators to work outside the regular work day (August 6 - 9, 2017) to collaborate and review student test data, review LAUSD Schoology grading program, and Google Suite, and organize the distribution of the School's Experience Survey.</p> <p>Teacher X-time direct for teachers and coordinators to work outside the regular work day (August 8 - August 29) to review LAUSD Schoology modules--Learning Management System (LMS) and Teacher Grade book. Also, for coordinators to plan Saturday Intervention Program on January 5-6, 2018 to meet the needs of at-risk students.</p>	<p>08/14/2017 06/30/2018</p>	<p>The principal and/or administrative designee will review sign-in sheets and district mark reports to determine the effectiveness of the program.</p>

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 Schools (7S046)	21477 - CLERICAL RELIEF	21477	1,000		100
CE-NCLB T1 Schools (7S046)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	20,020	0.00	100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10373 - TCHR X TIME DIRECT	10373	3,116	0.00	100
CE-NCLB T1 Schools (7S046)	10391 - TCHR X TIME INDIRECT (6 Hrs / 5 Days)	10391	1,558	0.00	100
CE-NCLB T1 Schools (7S046)	10377 - TCHR RELEASE DAY/HRS	10377	2,338	0.00	100

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school will continue to build partnership with parents and the community to support the academic growth of students. Teachers will monitor student progress and contact parents/guardians if a student's grade falls below a D. The Parent Center will continue to build stronger, healthier families by empowering parents through resources, services, and parenting education. Parents/guardians will be issued Kennedy HS Parent Passports and will be encouraged to attend school events and activities.</p> <p>Coordinators, counselors, teachers, and the Parent Center Community Representative will help facilitate parent workshops, classes, and provide basic conversational language class to help non-English speaking parents understand the school culture, expectations, and policies. Teacher activity differential will be provided to teachers to help build parent capacity and support parent engagement.</p> <p>The Parent Center will have computers linked to the school's website, MISIS family portal, and JupiterED. Additionally, the school's Title I Coordinator, TSP Coordinators, Counselors, administrators, and school staff will collaborate with the Parent Center to provide workshops based on parents' needs and help parents expand their capacity to support their children emotionally, socially, and intellectually. Workshops and classes include:</p> <ol style="list-style-type: none"> 1. ESL speaking class 2. A-G requirements 3. College/financial aid information 4. Common Core State Standards 5. The Single Plan for Student Achievement 6. The School Safety Plan 7. The School Report Card 8. Parent Compact and Parent Involvement Policy 9. Restorative Justice <p>Supplemental instructional materials from Woodburn Press "How to get good grades" and Channing Bete "Common Core State Standards," will be acquired for parent workshops and classes.</p>	<p>08/01/2017 06/15/2018</p>	<p>The principal and/or administrative designees will review workshop agenda, sign in sheets, and parent responses on the School Report Card.</p>

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

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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.).

The department's objective is to have all students read at their grade level or demonstrate growth. The school-wide Gates-MacGinitie data revealed that the reading levels of the school were below average for the 9th and 10th graders. Over 70% of the school's 9th graders and over 60% of the 10th graders read below grade level. The December 2016 District Marks Report revealed that 200 (9%) students received a D grade and 64 (3%) students received a F grade in English. The School Report Card data revealed that 58% of 11th graders exceeded college readiness standards on the Early Assessment Program in ELA; a growth of 5% from the previous year. Additionally, the English department's pass rate of a 3 or higher on the AP Language and the AP Literature tests (2016-17) was under 25%. The goal is to have 50% of the AP students pass the AP exam with a 3 or higher in 2017-18.

With the adoption of new ELA textbooks that are more aligned to the state common core standards, the English teachers will meet to discuss and determine best instructional practices. Teachers will also be trained on how to use the digital component of the Pearson textbooks.

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

To improve reading scores, students need to be exposed to a greater amount of reading and to have a scaffolded system that is able to meet their individual needs. Constant exposure and individual attention to student progress in reading, along with tangible improvement goals, would yield the growth that is desired in all students. The school acquired the Accelerated Reader program to provide targeted academic intervention for at-risk students. Training will be provided to teachers on how the program works, integration and alignment to the English department's pacing plan, and how to interpret the data from the program.

The new textbook adoption will render large sections of the current department pacing plan obsolete. Being aligned with common core standards will help students improve SBAC test scores and the Pearson-created skills tests will give the department consistent and regular data to review and inform instruction. Additionally, the new textbook being aligned with common core standards will expose students to SBAC domains and should help prepare them for the SBAC. It is anticipated that the student test scores will improve significantly. More importantly, to achieve the established department goals, the teachers will review and amend the pacing plan and become familiar with the new materials.

Lastly, the AP Exams are notoriously difficult for students, and the school's open nature of AP entrance allows students whose skill levels are not up to par to enter the AP classes and attempt the tests. The AP teachers need more time to collaborate, review AP test data and information, and attend the AP specific workshops to acquire instructional strategies to support student learning.

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

N/A

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

N/A

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

Improving student reading levels to reach, if not exceed, their grade level will undoubtedly see increases in SBAC scores and scores on almost any test that features a reading component. The school recently acquired the Accelerated Reader program to support ninth and tenth graders. It is a web based program designed to increase reading practice. The goal is to effectively accelerate reading comprehension and improve overall academic achievement for at-risk students.

In addition, the school recently acquired the writing program Turnitin to help students with their writing. The web based program will help teachers instruct students about the writing process, check for plagiarism, and encourage best practices for using and citing sources. The program allows teachers to provide rigorous writing assignments, manage student work, review drafts, and provide better and faster feedback to students.

The new textbook adoption comes with testing programs that will replace the current department designed assessments. Teachers will review the new testing program and develop a new baseline to monitor student progress. Professional development time will be dedicated for the following:

- Review and revise department pacing plans.
- Review new testing program.
- Update and evaluate test data.
- Share best practices.

Lastly, students in the honors and AP classes can plateau in their knowledge if there is not enough specifically designed instruction to challenge them. English teachers will collaborate to:

- Discuss content and cognitive rigor.
- Review students work.
- Plan lessons and projects to engage students in becoming skilled readers and writers.
- Align instructional methodologies to standards, curricula, and the AP assessment frameworks.
- Review course materials utilized in measuring student performances.
- Attend conferences, workshops, and training to refine their instructional practices.

As a result, students' test result will improve for both the AP and SBAC tests.

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

Increase the number of students scoring proficient on the department common assessment by 30% and increase the percentage of "percent at near standard" on the SBAC by 10% for Reading, Writing, and Listening.

*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
<p>PD Teacher X and Staff Training Time will be available for teachers to work outside of their basic assignment to participate in PD. PD Teacher X time will be provided to the instructors that facilitate the Schoology training on August 14 - August 25. Teachers who participated in the August 14-25 Schoology modules LMS and Teacher Grade Book training will be compensated at training rate.</p> <p>The English department will have new textbooks in the fall. Professional development training time will be provided to the English teachers to align content and teaching practices with Common Core principles for the new textbook on August 18 and 25. English teachers will:</p> <ol style="list-style-type: none"> 1. Review student SBAC data and English common assessment data. 2. Review and amend the department pacing plans. 3. Collaborate and meet in horizontal and vertical teams to review instructional alignment and plan student centered lessons. 4. Review the content and reading shifts in the different grade levels. 5. Review the new literary texts. <p>The Pearson textbook comes with numerous technological components such as Listenwise, an audio program, and several online testing programs, which can help provide our department with more accurate and timely testing data to inform our instruction. Teachers will be trained on the software and how to effectively use and integrate the new technology.</p> <p>Teachers will also learn how to effectively use TurnItIn, No Red Ink, Google Classroom, and Accelerated Reader in the fall of 2017. Knowledge and mastery of these programs (such as obtaining Google badges) will be vital to create a 21st century learning environment and help students become college and career ready.</p>	<p>08/14/2017 08/18/2018</p>	<p>The principal and/or administrative designee will review professional development training sign-ins, agenda, classroom instruction, and district mark report to determine the effectiveness of the program.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10375 - PROF DEV TCHR X-TIME (6 Hrs / 5 Days)	10375	4,986		100
CE-NCLB T1 Schools (7S046)	11316 - STAFF TRNG R 1 CERT	11316	7,140	0.00	100

Focus Area: Effective Classroom Instruction

Academic : English Language Arts

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Acquire 2 Class-Size-Reduction teachers for the English department to lower the teacher to student ratio and increase personalization, academic focus, and rigor to improve student learning.	07/01/2017 06/30/2018	The principal and/or administrative designee will monitor academic instruction, review district's mark reports, and provide instructional support to ensure the effectiveness of the instructional program.
Supplemental Instructional Materials--to acquire class sets of different reading novels for the English teachers to help students identify themes or central ideas of texts and meaning of words and phrases as they are used in the text and to teach students how to analyze different particular point of views or cultural experiences as reflected in a work of literature from outside the United States. Reading titles include but not limited to To kill a Mockingbird, Brave New World, Lord of the Flies, Thousand Splendid Suns, Maus Vol. 1, Siddhartha, Unbroken, and Hiroshima.	07/01/2017 06/30/2018	The principal and/or administrative designee will monitor classroom instruction, student work, and district mark report to determine the effectiveness of the instructional program.

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)	40269 - SUPPLMTL INSTRL MAT	40269	2,635		100
CE-NCLB T1 Schools (7S046)	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	10562	2,926	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To close the achievement with disadvantaged subgroups and students who are struggling normally, Kennedy High School will provide students with rigorous instruction with an emphasis on CCSS and allow students to experience hands-on, student-centered learning. The following strategies will be utilized to accelerate the performance of significant subgroups:</p> <ol style="list-style-type: none"> 1. The School Based Management Team, The Instructional Leadership Team, coordinators, administration, and counselors will provide comprehensive professional development for teachers, counselors, administrators, and paraprofessionals on technology such as Google suite, Jupiter Grades, Mastery Connect, and other programs that will increase student learning. 2. Ongoing monitoring of EL students by coordinators and teachers and refer students to the Saturday school program. 3. Develop a system of referral and support from resource teachers in the Special Ed. Learning Center. 4. Provide sub coverage for teachers to review disaggregated data at the beginning of each semester to identify at-risk students and develop departmental strategies and interventions. 5. ELD and resources teachers to meet and develop scaffolding activities for the CCSS materials. 6. Continue after school tutoring services for ELA and provide support to at-risk students. 7. ELA chair to coordinate with the counselors to identify at-risk students for the Accelerated Reader Program. 		

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>Translators and interpreters will be provided to teachers who need to contact non-English speaking parents to aid in the furthering of their child's education. Teachers to use JupiterEd and Blackboard Connect to communicate with parents and solicit support. Teachers will contact and/or meet with parents/guardians of students who received a grade lower than a D in their classes.</p> <p>Workshops on ELA Common Core standards and school expectations and English classes will be provided to parents to better support their children's learning.</p> <p>Initiatives such as Parent University allow parents to come to Kennedy HS on a Saturday and speak with department representatives who will explain the principles of Common Core to maximize parental involvement in the child's education.</p>	<p>07/01/2017 06/30/2018</p>	<p>The principal and/or administrative designee will review teachers' phone log, emails data, JupiterEd message board data, and communiques to determine the effectiveness of the program.</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 checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Department quarterly assessments

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.).

According to the 2015-16 SBAC assessment data 42% of the students who took the test scored Not/Nearly Met Standards and 58% scored Met/Exceeds Standards. Although many of the students did not meet content standards, there was a drop of 6% for students not meeting standards from the 2014-15 exam and a 5% gain for students who met or exceeded standards. Concepts and Procedures claims were the areas that students of significant subgroups struggled with the most. 51% of English Only (EO) students, 33% of Initially Fluent English Proficient (IFEP), 25% Limited English Proficient (LEP), and 54% of Reclassified Fluent English Proficient (RFEP) students scored Below Standards. "Problem Solving" was problematic for the subgroups mentioned above with EO having the highest percentage (64%) scoring Below Standards. However, Kennedy HS test data for student "Met/Exceeds Standards" was 8 % above the Local District NW and 19% above the District.

The spring 2016 math department's quarterly assessment revealed that 43% of Algebra 1 students performed at proficient level, 28% of Geometry students scored proficient, and 40% of Algebra 2 students tested proficient. The December 2016 District Marks Report (fall semester grades) revealed that 345 (18%) students received a D grade and 385 (20%) students received a F grade in math. The 2015-16 School Report Card data revealed that 24% of the 11th graders exceeded college readiness standards on the Early Assessment Program in math; a growth of 3%.

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

Many students who passed the previous math class during the summer or at middle school are not prepared for the academic rigor of high school. As many teachers adjusted their instruction to emphasize depth of knowledge and skill based learning verses content coverage student mathematics deficit and low content retention are evident. Analysis of student work revealed that many students were not exposed to some foundation math concepts that are essential for the next math level. For Algebra 1, factoring quadratic or trinomials, graphing linear and quadratic functions are the biggest challenge for the students. For Geometry, trigonometric ratios, volume and surface area of solids pose the greatest challenge for the students. Solving quadratic equation and applying quadratic functions to real world problems are the biggest challenge for students in Algebra 2.

In addition, as reflected in the ELA assessment, many students entered high school with very low reading and writing skills. This posed an additional challenge to students due to the shift in math instruction to include Common Core related instruction that consists of reading, writing, and analysis to solve word problems.

An important underlying issue that hindered student learning in math classes is the high number of students to teacher ratio. Large classes resulted in decrease personalization and negatively impacted at-risk students.

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

N/A

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

N/A

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

The math department chair and ILT will review the district's adopted math programs and provide:

- staff support that will improve teaching and learning.
- information and guidance regarding effective and innovative math practices through various activities such as individual discussions (informal and formal), coaching sessions, demonstration lessons with pre and post discussion/analysis, study groups, and instructional rounds.
- onsite PD to ensure that all teachers are trained to an advanced level on instructional delivery strategies and use the instructional materials as designed.
- professional development and/or training to teachers on how to implement the 7-step Model for Learner-Centered Instructional Design.

Other professional development and/or training will focus on:

1. Best practices in the Math Department.
2. Teaching and aligning instructional standards to the department's pacing plan.
3. Common Core State Standards project based learning in each content area.
4. Review and analyze students test results to revise the pacing plans.
5. Incorporate technology in the instructional lessons and share cross-curricular projects and activities including:
 - Kahoot
 - Khan Academy
 - Big Ideas website

Math teachers to participate in professional development by attending conferences such as California Mathematics Conference and CUE to acquire new instructional strategies and practices to use in the classes.

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

To increase the percent of students scoring "Met/Exceeds Standards" on the SBAC by 10%.

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

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

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Math teachers will continue to review the work of Big Ideas and Essential Questions to help students understand the mathematics structure that builds the foundation for academic rigor for math in subsequent grade levels. Professional development and workshops will be provided for the math teachers to review and amend curriculum maps designed to address Common Core State Standards for mathematics and literacy outcomes. Professional development will focus on instructional pedagogy to build students' content knowledge by emphasizing math practice abilities and literacy skills. This includes teachers meeting in vertical teams to review student data including SBAC and department developed common assessment data, develop math related student projects, and word problems applicable to the real world.</p> <p>The math department will meet to review the California English Language Development Standards that described the key knowledge, skills, and abilities in core areas of English language development. The teachers will focus on scaffolding strategies to help ELD students acquire math concepts/vocabulary to access, engage, and achieve grade-level content standards. The strategy "Interacting in meaningful ways" will be reviewed, discussed, and applied in math content to help students achieve college and career readiness. This includes:</p> <ul style="list-style-type: none"> • Collaborative—exchanging information/ideas via oral communication and conversations. • Interpretive—listening actively and asking/answering questions about what was heard. • Productive—expressing information and ideas in oral presentations and supporting opinions or justifying arguments and evaluating others' opinions or arguments. <p>The math teachers will collaborate and receive training on the following specific instructional strategies to improve students learning:</p> <ol style="list-style-type: none"> 1. Cornell note taking strategy to help students understand the purposeful sequence of the instructional lesson and help them learn new skills by building upon prior knowledge and connecting them to previous learning. 2. Consistent use of Thinking Maps across the math department to help students learn math concepts by summarizing, identifying similarities and differences, using nonlinguistic representations, and generating and testing hypotheses. 3. Use journal writing to challenge students to problem solve and think critically. 4. InterLeaving Practice--applying this research based strategy to help students solve math problems (recalling by retrieval practice, reviewing the process, and connecting the process to what they know to remember it). 5. Distribute practice strategy--"chunking" for math; practice is broken up into a number of short sessions over a longer period of time. 6. ThinkLink app--an online app for teachers to create a guided lesson for students to follow by using images, math equations and/or formulas. <p>PD Teacher X time will be provided to the instructors that facilitate the Schoology training on August 14 - August 25. Math teachers that participated in the August 14-25 Schoology modules LMS and Teacher Grade Book training will be compensated at training rate.</p>	<p>07/01/2017 06/30/2018</p>	<p>The principal and/or administrative designee will review professional development agenda, sign in sheets, instructional lessons, SBAC data, and the District's mark report to determine the effectiveness of the program.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	11316 - STAFF TRNG R 1 CERT	11316	2,975		100

Academic : Mathematics

Focus Area: Effective Classroom Instruction

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Acquire 2 Class-Size-Reduction teachers to lower the teacher to student ratio in Algebra 1 and/or Geometry and increase personalization, academic focus and rigor to close the achievement gap.</p> <p>General supplies technology--The new common core math textbooks require students to calculate and graph equations. A class set of graphing calculators (40 @ \$125 each) will help students learn and complete math equations in Algebra 2 and per-calculus classes. The TI-84 CE will also help teachers to differentiate classroom instruction, provide rich and rigorous academic lessons and help students be college and career ready. Also, to acquire forty (40) replacement batteries for the ThinkPad laptops so student can continue to use the laptops to conduct research, work on student projects, use IXL math program, and Engenuity math program.</p>	<p>07/01/2017 06/30/2018</p>	<p>The principal and/or administrative designee will review lesson plan, classroom instruction, and the district report to determine the effectiveness of the program.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	10562	2,926		100
CE-NCLB T1 Schools (7S046)	40127 - GEN SUPPLIES TECHNO	40127	9,000	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
<p>To support at-risk students and improve academic achievement in mathematics, the following intervention will be implemented after the regular school day:</p> <ol style="list-style-type: none"> 1. Counselors, coordinators, and administrative staff will identify at-risk students and refer them to the appropriate intervention program. 2. Provide credit-recovery intervention program: <ul style="list-style-type: none"> • Edgenuity, a computer-based program, to help seniors who need to pass Algebra 2. • Meet with parents and enroll students into the Saturday School Credit Recovery Program. 3. Refer students to the tutoring programs (Before School Tutoring, At Lunch Tutoring, and After School Tutoring). <p>The teachers will establish clear expectation for all their periods and review the School-Parent-Student Compact with students. Students' academic progress will be monitored and the teachers will communicate with the parents when the students' grade is a D or lower. Other intervention strategies include:</p> <ul style="list-style-type: none"> • Use apps such as Kahoot, Khan Academy, and Big Ideas website to differentiate instruction and check for understanding. • Review with students before quizzes and tests—provide and practice answering sample questions. • Allow students to retake tests and quizzes. • Use participation points for class activities. • Use IXL, online math program, to differentiate instruction and/or as extra credit/enrichment activities. <p>Create a school-wide math initiative to address the low math score and pass rate. Teachers will meet to discuss and develop essential math questions, performance tasks, and math problem of the week. A math teacher will demonstrate and record how to solve the “math problem of the week”. The video vignette will be aired on the school’s Friday Show and be posted on the school website for students to review at their convenience.</p>	<p>07/01/2017 06/30/2018</p>	<p>The principal and/or administrative designee will review intervention program roster, grade reports, sign in sheets, and social contract to determine the effectiveness of the program.</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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parent support is key to student academic success. The department will utilize the following strategies to keep parents inform and involve with student learning:</p> <ol style="list-style-type: none"> 1. Use JupiterEd to inform parents of their student's grade. 2. Teachers to monitor students' grades and contact the parents/guardians when the students' grades drop to a D or lower. 3. Post assignments on the school website and/or Google Classroom. 4. Teachers to make/return parent phone calls on a timely manner. 5. Utilizing Blackboard Connect to support struggling students. 6. Invite parents to participate in parent-teacher conferences and attend math workshops in the parent center. 	<p>07/01/2017 06/30/2018</p>	<p>The principal and/or administrative designee will review teacher communicate logs including JupiterEd reports, sign-in sheets, and Google Classroom reports to determine the effectiveness of the program.</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 checked="" type="checkbox"/> MyData
<input checked="" type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input checked="" type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> School Quality Improvement Index Report Card
<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A

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

Based on Key English Learner accountability data, the following results are:

1. Data shows that in 2014-2015, 67% of ELs graduated in four years.
2. 2014-15 CELDT annual growth was 45.5%. For 2015-16, the annual CELDT growth was 44.1%
3. In 2015/2016-ELs attaining English Proficiency on CELDT <15.1%,(Met). ELs attaining English Proficiency. >30.1% (not Met)
4. Reclassified Fluent English Proficient 2015-16 data indicates an increase in students meeting A-G requirements from 49% to 53%.
5. Our Long Term English Learner (LTELs) population has decreased from 74% to 63%

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

1. Data indicates that our RFEP rate trend decreased from 19.3% in 2014-15 to 11.7% for 2015-2016.
2. ELs who are making progress on the California English Language Development Test (CELDT) decreased from 46% to 44%
3. ELs who score at Basic or higher on the Scholastic Reading Inventory decreased 4% points. 2014-15 (17%), (Reading Inventory)- 2015-2016 (13% passing rate).
4. A high percentage of LTELs are considered Students with Disabilities which makes it difficult for them to succeed on the SRI or RI exam.

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

EL Data is addressed in the TSP section.

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 following are strategies/actions that contributed to English Language performance:

1. Summer PD on ELD standards.
2. Model lessons based on Integrated ELD and Designated ELD provided by MMED.
3. The introduction of Constructive Conversations models (Create, Clarify, Negotiate, Support).

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.

Since the school did not meet part of it's measurable objectives, teachers will receive training in the implementation of Integrated instructional strategies to ensure ELs are provided access to the Core curriculum.

To increase the percentage of ELs advancing at least one CELDT/ELPAC level per year and to increase the number of ELs attaining English proficiency, teachers will be involved in lesson study and data review.

PD activities/tasks to include:

1. Strategies to support ELs with supplemental tutoring services.
2. An afterschool class will be offered to selected students to participate in the RI preparation program (RI Bootcamp).
3. Supplemental instruction will be provided with skill building activities, data analysis and monitoring of LTELs.
4. Academic vocabulary development strategies to increase the percentage of ELs advancing at least one CELDT level per EL performance report.
5. Instructional focus on California ELD Standards to increase ELs with disabilities proficiency level.
6. Effective classroom instruction through research based Integrated/ Designated ELD strategies.

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

1. By June 2018; LTEL population will decrease by 10% from 75.3% to 65%.
2. Our Reclassification target goal will be 22% of qualified ELs.

*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
To transition from CELDT to ELPAC. The goal will be for ELs to advance at least one CELDT/ELPAC level per year and to increase the number of ELs attaining English proficiency on CELDT/ELPAC. Teachers will receive training in the implementation of Integrated/Designated ELD instructional strategies to ensure ELs are provided access to the Core curriculum.	08/15/2017 06/07/2018	Administrators will conduct classroom observations to ensure implementation of strategies acquired during professional development. Teachers will be provided immediate feedback on observations.
Implementation of Professional Development activities on effective classroom instruction through research based Integrated/Designated ELD strategies. To improve EL instruction, the Assistant Principal/EL Designee will provide Staff Development during Banked Tuesdays, or through Teacher Release Days and monitor targeted populations (English Learners and RFEPs). Professional Development activities/tasks to include: 1. Skill building activities, data analysis and monitoring of LTELs. 2. Academic vocabulary development strategies to increase the percentage of ELs advancing at least one CELDT/ELPAC level. 3. Targeted California ELD Standards to direct instruction based on students' proficiency level. 4. Lesson planning to integrate Constructive Conversational skills in all curricular areas/subjects. 5. Planning time to develop Integrated and Designated ELD strategies used in lesson study and analyzing student data. 6. Focus on critical elements of SDAIE methodology to enhance existing lessons and instruction. 7. Providing teachers from various departments with PD opportunities to attend at conferences that focus on EL strategies, (California Association for Bilingual Education conference, Assoc. of Mexican-American conference); upon returning, teachers will present key learning and instructional strategies during banked time (TSP funding will used).	08/15/2017 06/07/2018 Administrator, EL Designee, LTEL Designee and counselors will have monthly meetings with departments to discuss student progress. TPS Advisor, LTEL Designee will review student work, review midterm marks, monitor reclassification data, RI and CELDT/ELPAC scores.	

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
<p>To maximize effective practices that lead to quality instruction, the following will occur:</p> <ol style="list-style-type: none"> 1. PD time will be allotted for teachers to review the Common core shifts for English Learners. 2. Development of Designated and Integrated ELD lessons/strategies to include Constructive Conversations skills, SDAIE strategies, Reciprocal teaching, and Cloze Reading strategies. 3. Participation in school-wide professional development planning and delivery, that focuses on English learners. 4. Implement core SDAIE Instructional Strategies to ensure ELs are provided access to core curriculum. 5. Implement strategies to support CCSS ,such as high-rigor activities, project-based assignments, and collaborative work. 6. Access complex text and the development of text-dependent questions. 	<p>08/15/2017 06/07/2018</p>	<p>Administrative staff will monitor activities related to PDs and the LTEL, EL Designee will providefeedback. Administrators will conduct classroom observations to assess the implementation of differentiated ELD/Core instruction. Bilingual TAs will be placed in proper classrooms to provide primary language support and reinforce key concepts.</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 : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The LTEL Designee and TSP Advisor (EL Designee) will provide support in order to apply key strategies and promote effective learning to address the needs of at-risk EL students and support the implementation of the Common Core/ELD State Standards as they apply to ELs. To provide access to core instruction and intervention for English Learners and LTELs, teachers will:</p> <ol style="list-style-type: none"> 1. Provide 100 hours of tutoring after school for those LTELs who scored BB and FBB on RI. 2. Provide targeted instruction and support for RFEP students not meeting grade-level standards. 3. Provide functional literacy skills activities to students scoring below basic on CELDT/ELPAC. 4. Provide afterschool tutoring to LTEL/ELD students needing foundational literacy/reading intervention as determined by CELDT/ELPAC and RI data results. 5. Provide targeted intervention and support for English Learners not successful in Tier 1 instruction. 6. Provide targeted intervention and tutoring for EL students not succeeding in core classes. 7. Conduct monthly classroom observations and subsequent debriefs focused on Integrated and Designated ELD. (Instructional rounds) 8. Model lessons/workshops for teachers and parents of ELs to enhance student learning and increase student achievement. 	<p>08/15/2017 06/07/2018</p>	<p>Intervention team will analyze student data (CELDT/ELPAC/RI), set student growth targets, analyze SBAC data and create action plans. LTELs academic progress will be monitored by reviewing monthly assessments. Administrator Designee will supervise Intervention/tutoring program and provide feedback to see if program goals andobjectives were met.</p>

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

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

Strategies					
Strategies, Actions and Tasks		Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
The Community Representative, in conjunction with the EL Designee and Administrator, will help build parent capacity and partnership of English Learners parents. The desired activities will include: * LTEL parent meetings two times per year. * Parent workshops related to CA ELD standards. * Workshop on A-G graduation requirements. * Reclassification Awareness workshop. * Student/Family literacy evening workshop. * Parent communication via "Jupiter" online reporting system * Master Plan Program Options * English Language Advisory Committee functions and requirements * Workshop on transition from CELDT to ELAPC		08/15/2017 06/07/2018	Administrators and EL Designee along with parent center liaison will monitor and provide feedback via surveys, parent participation and workshops. EL Designee and parent center liaison will debrief on the AMAE and CABA conference and assist with their presentation to ELAC members.		
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 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 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.).

According to the 2015-16 School Report Card, 58% of the students surveyed believed that the teachers go out of their way to help students. 60% of the students surveyed agreed that teachers at the school site treat them fairly; an increase of 3% from the previous year. More importantly, on the question "Adults at this school treat all students with respect." 63% of students surveyed agreed; an increase of 6% from the previous year.

On the question related to "Sense of Belonging" only 55% of students responded favorably to "I feel like I am part of this school". With regard to "self-Management", 66% of the students reported that they complete their work right away instead of waiting until the last minute. However, only 41% of the students agreed that they can master the hardest topics.

For the staff, the 2015-16 School Report Card data revealed that 97% of the staff surveyed believed that this school has a supportive and inviting environment for students to learn. 85% of the staff agreed that decisions are made based on students' needs and interests; an increase of 13% from the previous year. More significantly, 92% of the staff agreed that they received the necessary help to communicate with parents; an increase of 17% from the previous year. However, 23% of the staff feel they do not have the responsibility to improve the school and 24% of the staff surveyed felt they do not have a close professional relationship with other colleagues.

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

The data from the 2015-16 School Report Card revealed a disconnect between the students and school's expectation of their behavior. As stated, only 60% of the students surveyed felt that the teachers go out of their way to help students. 75% of the students agreed that the school makes it clear on how students are expected to behave. However, only 64% of the students surveyed believed adults at the school respond to bullying. The SEL committee has developed several strategies for addressing these concerns. The School-Parent-Student Compact has been amended to require students to participate in one school activity/event and three activities/events for parents/guardians. The school will work with the Parent Center to communicate to parents/guardians of the changes.

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

N/A

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

N/A

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

The school will continue to implement the Great Kindness Challenge and Capturing Kids' Heart program in 2017-18 school year. Professional development will be provided to teachers and staff. The school-wide social contract will be implemented consistently by all teachers in their classes. Additionally, the school-wide initiative School Safety Implementation--Be Safe, Be Respectful, and Be Responsible--will encapsulate the belief that character matters and counts at this school. Teachers, Student Leadership, LinkCrew, and student clubs will continue to develop school-wide activities to support the implementation of this initiative.

The school's Parent Involvement Policy and School-Parent-Student Compact were reviewed by all stakeholders and amended to increase parental involvement and student accountability. Professional development and training will be provided to help teachers and staff understand the School-Parent-Student Compact and implement the policy. The school will continue to implement the following activities to create a culture of respect, acceptance, tolerance, and responsibility:

- School-wide Positive Behavior Intervention and Support and Restorative Justice Practice--teaching behavior expectations to all students to support individual development and social responsibility.
- Project Bold - an anti-bullying program created to help students understand and appreciate diversity and empower students to stand up against bullying and negative social media.
- Kindness Week – the school will continue this initiative aimed at preventing bullying, improving school climates and increasing student engagement. Various acts of kindness will be demonstrated and performed by students throughout the week to demonstrate positive social behavior.

- Link Crew will continue to visit and mentor ninth graders during the advisory period and host lunch and after school activities including Freshman Tailgate and Cocoa and Cramming.
- School-wide Intervention Outreach initiative for students with a grade lower than a D. Parent-teacher conference to be held to discuss strategies to help student succeed.
- 100 Percent Attendance Incentive Program to emphasize the importance of being punctual and recognize students and staff for good attendance.
- Cougar Talks – provides opportunity for the students and staff to discuss important issues that impact student learning, character, and their overall well-being.
- Text-a-Tip Hotline—a school-wide initiative that provides students and staff a mean to report and prevent bullying, social isolation, and violence on campus.
- Peer Buddies – an elective course that fosters understanding, compassion, and acceptance by having general education students work with special education students.
- Rise Up –an intervention program that uses the Learning Circles model to help at-risk students.
- Staff to use “Capturing Kids’ Heart” and “Start with Hello” programs to connect with students during the homeroom period.

To promote a school culture that values citizenship, achievement, success and excellence, the school will continue to celebrate and recognize individual student through various means:

- Senior award nights
- Underclassman award nights
- Student of the Month
- Teacher of the Month
- Cougar Pride Student of the Month
- Senior Athlete of Month
- Perfect Attendance
- Egg-select awards ("Excellent")--staff nominated peer awards

Additionally, the SEL committee provided online training to teachers and staff on:

1. Growth Mindset trained teachers
2. Self-Management 101
3. SEL 101
4. Self-efficacy 101
5. Social Awareness 101

The LAUSD District also provided multi-day workshops on various topics including Mindfulness Training and SEL Lesson Planning.

To increase parental involvement the Parent Center will be available and provide access and interpretation/translation to parents. The school's Community Representative will continue to collaborate with parents, local businesses, and school staff to ensure that the needs of parents and students are met. The following strategies will be implemented to foster the partnership between Kennedy High School and parents:

- Offer parent workshops on how to support student learning and achievement in high school.
- Provide orientation day(s) before the first day of school and at Back-to-School night to familiarize parents and students with the school setting and expectations.
- Collaborate with Parent Teacher Student Association (PTSA) to support parent and school programs and activities.
- Encourage parents to be involved in decision making councils and committees such as School Based Management (SBM), English Learner Advisory Committee (ELAC), School Site Council, etc.
- Planning sessions with parents to develop strategies to support and ensure success inside and outside of the classroom.
- Provide parent workshops on IEP meetings and parent-teacher conferencing to support parent participation.
- "Coffee With the Administrators" give parents opportunities to meet with the school's principal and discuss updates, educational programs, policy changes, and concerns.
- Provide conversational English classes to parents who speak a language other than English.
- Hold a “Parent Academy” or “Parent University” to train parents in leadership skills.
- Host “College Nights” to inform parents of college and university requirements and financial aid programs.
- Host an “Exceptional Success Night” to recognize students and their achievements.
- Support parents in activating and navigating their JupiterEd account.
- Offer parent volunteer opportunities by inviting parents to:

1. facilitate parent education classes and/or workshops.
2. be guest speakers.
3. chaperone events and field trips.
4. help with classroom/hallway monitoring needs.
5. work with student clubs to plan fundraising activities and field days.
6. volunteer in the offices or in the Parent Center.

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

By the end of 2017-18 academic school year, 10% more students will agree with the following statements "Teachers go out of their way to help students." and "The teachers at this school treat students fairly."

*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>Professional development and training to be provided to staff on how to make parents feel welcome at the school site and response to parents request for parent conferences in a timely manner. Teachers, students, and parents will review the amended 2017 School-Parent-Student Compact.</p> <p>The school's Community Representative will coordinate with coordinators, counselors, and staff to provide activities in the Parent Center to increase parent involvement.</p> <ul style="list-style-type: none"> • Parent workshops on how to support student learning. • Provide orientation day(s) before the first day of school and at Back-to-School night. • Collaborate with Parent Teacher Student Association (PTSA) to support parent and school programs. • Encourage parents to be participate in school events/activities. • Recruit parent volunteers for school activities. 	<p>07/01/2017 06/30/2018</p>	<p>The principal and/or administrative designee will review sign-in sheets and evaluations to determine the effectiveness of the program as measured by the SES.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21720 - COMMUNITY REP.	21720	12,370		100

Focus Area: Student, Staff, Parent Communication

Cultural and Climate : Student, Staff..

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school's website will be updated on a regular basis to include a monthly calendar and school activities and events. In addition, the school will use a variety of methods to communicate with parents, students, and teachers including school mail, phone calls, emails, Connect Ed, and scheduled meetings/conferences. Teachers will also use JupiterEd and Blackboard Connect to communicate with parents. Coordinators and administrative designee will provide workshops for parents in the Parent Center to help parents/guardians sign-on and navigate the JupiterEd website.</p> <p>The following methods will also be used to improve parent communication:</p> <ol style="list-style-type: none"> 1. Use parent surveys to determine the needs and interests of parents. 2. Use the automated phone system to inform parents of students' attendance. 3. Monthly Coffee with the Administrators to encourage communication between parents and the school. 4. Mail progress reports and encourage parents to follow-up with conferences to maintain academic progress. 5. Teachers to contact parents when a student's grade is a D or lower. 6. Teachers to have students write out homework assignments and/or make "daily homework check" sheet available for parents to monitor student academic progress. <p>Provide clerical relief for personnel to perform duties outside the regular school assignment to prepare documentation, materials, and supplies for intervention and support to improve community outreach for the Parent Center. The clerks will work extra hours on Saturdays starting August 11 - September 1 and make phone calls, organize and schedule Parent Center events.</p>	<p>07/01/2017 08/11/2018</p>	<p>The principal and/or administrative designee will review sign in sheets, phone logs, JupiterEd data report, teacher communiques with parents, and the School Report Card to determine the effectiveness of the program.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	21477 - CLERICAL RELIEF	21477	700		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.).

The 2015-16 School Report Card revealed that the school is a safe and nurturing place for students to get an education. 75% of the students surveyed agreed with the following statement "This school makes it clear how students are expected to act." a 2% improvement from 2014-15. 90% of the staff surveyed agreed that the school effectively handles student discipline and behavioral problems; a 20% improvement from 2014-15. 71% (1% increase from the previous year) of the students surveyed believed the school is safe; 95% (a 17% growth from the previous year) of the parents agreed and 96% (3% improvement from the previous year) of the staff surveyed agreed.

The 2014-15 School Accountability Report Card (SARC) revealed that the suspension rate for J.F. Kennedy High School was .35%; a .08% drop from the 2013-14 academic school year. The pupil expulsion rate was 0. The data from the 2015-16 School Report Card revealed that only 3 instructional days were lost to suspension.

The Psychiatric Social Worker (PSW), handled a wide range of mental health, behavioral and emotional concerns. According to the PSW, as of March 30, 2017 100 students received psychiatric services. 35% of the issues were related to suicidal behavior/ ideation, 21.5% anxiety, and 18.5% related to trauma. Other services provided to the students include assessment (25%), individual counseling (26%), and psychiatric hospitalization (10%).

As of March 2017, 54% of the student body (1,198 students) ranked Proficient for attendance; 19% (424 students) ranked "Advanced" or had 100% attendance. The 2017 disaggregated data from MyData revealed that 76.1% of the ninth grade students were "Proficient" and "Advanced" while 5.4% of the students were "Below Basic". For tenth graders, 71% of the students were at the Proficient and Advanced bands while 6% were at the Below Basic band. For eleventh graders, 76.3% of the students were at the Proficient and Advanced bands while 6.9% were at the Below Basic band. Lastly, for twelfth graders, 73.4% of the students were at the Proficient and Advanced bands and 4.5% were at the Below Basic band.

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

The March 2017 MyData report on student attendance revealed that the number of students at the Proficient band in March 2017 was 54% an increase of 4% from 2016. For the Advanced band, there's a drop of 14% from the previous year. To help improve students' attendance, the PSA conducted home visits, monitored students with habitual and chronic absences, provided counselling support, implemented the school Bingo game initiative, and recognized students for good attendance and celebrated those that displayed positive Golden Cougar pride and character. The PSA also worked closely with the teachers and monitored their MISIS attendance reporting. Daily discrepancy reports were generated for teachers to review and amend their attendance report. As a result, this year's attendance data in MyData is more accurate compared to previous years.

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

N/A

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

N/A

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

John F. Kennedy High School's mission is to "...offer an effective education to our diverse student population and to provide them with the skills they will need to become positive contributors to the twenty-first century." There is a strong correlation between good student attendance and student achievement. In 2016-17, the school hired a full time Psychiatric Social Worker (PSW) and Pupil Services and Attendance Counselor (PSA) to provide support to at-risk students. They monitored and worked with students with chronic absences, conducted home visits, counseled and mentored students, and developed school wide initiatives to increase students' attendance rate. As of March 2017, 73% of the student body has 96% or higher attendance. The following school wide activities contributed to this growth:

- Monthly Home visits--students/parents are informed of the educational code and provided referrals if needed.
- Attendance Bingo--students, faculty and staff participate in a daily bingo game; attendance is mandatory to obtain and check off the bingo number.
- Certificates and bulletin board recognition for students who earned 100% attendance for the Spring 2016 semester; parents were recognized for their efforts to help their student achieve 100% attendance.
- Below Basic/Basic Bands—incentives were provided to students for maintaining and/or improving attendance.
- Attendance Newsletter—publication and signs posted about the school's attendance goals.
- Attendance and Improved Academics BBQ—recognized students in the Advanced band attendance.
- Perfect Attendance Recognition—awards and certificates were given to students with perfect attendance.
- 100th day celebration—recognized and celebrated students and teachers for their 100% attendance on the 100th day of school.
- Saturday School Attendance—incentives provided to students to maintain good attendance for Saturday school.
- Recognition of 96% attendance for students in the spring semester (1-5 absences).
- "Caught Being On Time"--Teachers issued students with "tickets" (gift cards) for being on time to class.
- Monthly Teacher Drawing—prizes for teachers that submitted attendance accurately and on time.

It is believed that when the staffs are on time and students are present, learning will take place. The school will continue its effort to recognize and celebrate good attendance for students and staff.

In addition, a healthy school environment is necessary to support students in every aspect of their well-being. A school wide effort will be made to train all staff on social and emotional learning, support positive behaviors, and problem-solving models to improve self-esteem and student learning. The following strategies will be implemented to improve students' social and emotional well-being:

- Students' success will be celebrated; Honor Roll and Merit List will be posted.
- Certificate of achievement and academic excellence will be awarded.
- Students will be randomly selected to have breakfast with the principal.
- Cougar Talks assemblies will continue to communicate clear expectations, school policies, and Golden Cougar character with students.
- Survey information including the School Report Card will be reviewed by all stakeholders to improve the school climate.

The Social Emotional Learning (SEL) Committee and the administrative leadership team will review the School Climate Bill of Rights and train teachers and staff on:

1. School-Wide Positive Behavior Intervention and Support.
2. Alternatives to suspension and positive behavior interventions and supports.
3. Restorative Justice.

The SEL, PSW, PSA, the administrative leadership team, teachers, and support staff will continue to collaborate to create a safe and nurturing environment, develop activities that will honor diversity, celebrate student success, and provide support to ensure that all students feel welcome, safe, and willing to take risk and learn. The following ongoing activities will continue to improve the students' social and emotional needs:

1. Teachers and faculty will provide students with Kennedy Cougars key tags to reinforce school/class performance and small daily achievements.
2. Teachers will continue to refer students to the PSA for attendance support.
3. "Basic Band" letters will be mailed to parents to reinforce positive interventions to maintain/increase attendance.
4. Kindness Week--faculty and staff will encourage students to display Kennedy Golden Cougar pride and character and demonstrate kindness.
5. "Caught Being Kind"--teachers will continue to award students with appreciation notes and key tags for displaying kindness.
6. Weekly Parent workshops to inform parents of the school's initiatives to improve the social, cultural, and emotional needs of the students.
7. Student Residency Questionnaire--teachers will assist in the distributing of SRQ to engage the homeless population.

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

The school will increase "the number of students with 96% or higher attendance" by 10%.

*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>Survey information including the School Report Card will be reviewed by all stakeholders to create a positive school climate to increase parent involvement. The school and parents will work as equal partners to improve student learning and help student be college and career ready.</p> <p>The school's Community Representative and the Parent Center will continue to support the following events and activities to increase parent involvement:</p> <ul style="list-style-type: none"> • Provide parent workshops that focus on: <ol style="list-style-type: none"> 1. How parents can support student learning in high school. 2. How to help students get good grades. 3. Ways parents can support a positive school climate. 4. How to have a meaningful parent-teacher conference. 5. How to read and understand the School Report Card. • Provide orientation day(s) for incoming ninth graders and parents. • Collaborate with Parent Teacher Student Association (PTSA) to support parent activities. • Encourage parents to be involved in decision making councils. • Encourage parents to attend district workshop and/or conference such as CAFE and Council of Black Administrators (COBA) to be trained on parenting strategies, volunteering and getting involved in the school strategies, and how to help their child succeed in school. 	07/01/2017 06/30/2018	The principal and/or administrative designee will review conference attendance sheets, workshop agenda, sign-in sheets, and the School Report Card to determine the effectiveness of the program.
To acquire one Ipad Mini 4 (32 GB-128 GB) for the Parent Center Community Representative to differentiate lessons, monitor parent participation in JupiterED, display and share the Parent Center Calendar to parents, and inform parents of school events/activities.	07/01/2017 06/30/2018	The principal and/or administrative designee will review workshop agenda/ sign-in sheets and parent survey reports to determine the effectiveness of the program.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	40127 - GEN SUPPLIES TECHNO	40127	500	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>The school will implement the following initiatives to create a culturally responsive and equitable learning environment for students:</p> <ol style="list-style-type: none"> 1. Growth mindset. 2. Restorative Justice. 3. The Three Bs for School Safety--"Be safe, be respectful, be responsible". 4. Great Kindness Challenge. 5. Capturing Kids' Heart Program. 6. Start With Hello Program to address and prevent student isolation. <p>The Social Emotional Learning committee will continue to meet monthly to review the needs of at-risk students and provide professional development trainings to the teachers and staff. Teachers will report and refer students to counselors and the administrative team using MISIS. The school psychologist, counselors, PSA, PSW, and the administrative leadership team will review referrals, students' educational plan, and make the necessary referrals to the appropriate social service agencies such as Camp Grizzly and el Nido.</p> <p>The nurse will work with the administrative leadership team to develop and articulate the emergency care plans for students with life-threatening health conditions such as severe allergies to peanuts or bee stings, severe asthma or diabetic students with insulin reactions, etc. to the staff. Also, the nurse will provide supplemental health services to students as needed and facilitate professional development on the district mandates and preventative measures to ensure the health and safety of students and staff. The nurse will also conduct health related workshops (disease prevention strategies) to parents in the Parent Center.</p>	<p>07/01/2017 06/30/2018</p>	<p>The principal and/or administrative designee will review sign-in sheets, agendas, students referrals, and the School Report Card to determine the effectiveness of the program.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	12106 - ITIN NURSE (6 Hrs / 4 Days)	12106	93,039		100

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>Teacher activity differential to be performed beyond the workday will be provided for two teachers to help build parent capacity and support parent engagement. Parent activities include but not limited to planning the Ninth Grade Orientation, designing parent classes/workshops, and facilitating workshops on parenting and how to help at-risk students maintain good grades.</p>	<p>08/01/2017 01/31/2018</p>	<p>The principal and/or administrative designee will review agendas, sign-in sheets, syllabi, and evaluation forms to determine the effectiveness of the program.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Acquire supplemental instructional materials from Channing Bete and Woodburn Press publications to support parenting workshops. Information title include but not limited to Bullying InfoGuides, Getting Most Out of High School, How to Get Good Grades, Managing Time Well, Parenting Corner, 11 Ways Parents Can Support a Positive School Climate, 9 Ways Busy Parents Can Stay Involved in Their Child's Education, Parent-Teacher Conferences--keeping tabs on your child's success in school, etc.</p> <p>Encourage parents to attend district workshop and/or conference such as CAFE and Council of Black Administrators (COBA) to be trained on parenting strategies, volunteering and getting involved in the school strategies, and how to help their child succeed in school.</p>	<p>08/01/2017 09/30/2017</p>	<p>The principal and/or administrative designee will review agendas, sign-in sheets, syllabi, and evaluation forms to determine the effectiveness of the program.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	10365 - TCHR PRNT ACT DIFF	10365	1,516		100
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	40269 - SUPPLMTL INSTRL MAT	40269	600	0.00	100
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	50073 - PARENT CONF ATTND	50073	500	0.00	100

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

The school will use a variety of methods to communicate with parents, students, and teachers including mail, the phone, email, "Connect Ed", and scheduled meetings/conferences. Teachers will also use JupiterEd to communicate with parents. The Parent Center Community Representative and/or coordinators will provide workshops on JupiterEd to help parents sign-on to JupiterEd, understand LAUSD A-G requirements, college and financial aid information, and work readiness program.

The counselors will visit homerooms and discuss Individualized Graduation Plan (IGP) with students. Parents and students will be involved in the development of a learning plan based on the graduation requirements. Together, they will establish a high school course plan or career and technical education pathway. More importantly, the homeroom teacher and/or advisory teacher will work with the students to develop a graduation portfolio. Seniors will present their portfolio to the administrative leadership team and must demonstrate competency in their senior portfolio presentation to be eligible to graduate. To help seniors be college and career ready, all seniors will participate in the Work Readiness Certificate (WRC) program and demonstrate competency in their interview.

The school's website will be updated on a regular basis to include a monthly calendar and updated school information to ensure that parents and stakeholders are informed. Other methods to improve parent communication include:

1. Using parent survey to determine the needs and interests of parents in designing parent classes and workshops.
2. Using the automated phone system to inform parents of students' attendance and/or parent activities.
3. Providing Parent University classes/workshops for parents on the weekend.
4. Hosting monthly Coffee with the Administrators to encourage parent participation and improve communication between parents and the school.
5. Delivering progress report and encouraging parents to follow-up with conferences to maintain academic progress.
6. Providing meaningful workshops/classes to help parents understand the LAUSD graduation requirements, college and career awareness, Common Core, and how to support and monitor student academic progress.

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

The School-wide Positive Behavior Intervention and Support and Restorative Justice Practices will be implemented to support student learning and create a culture and climate that foster individual development and social responsibility. The administrative leadership team, Social Emotional Learning Committee, the Dean of school, Pupil Services and Attendance Counselor, Psychiatric Social Worker, and counselors will provide professional development and training to teachers and staff on the Multi-tiered Approach model to prevent student behavior problems. Restorative Justice practices will be school-wide. The following guiding principles will be utilized to achieve the expect outcome:

1. Respect (e.g. treat others the way one would want to be treated, respect laws, rules, and school authority).
2. Responsibility (e.g. take responsibility for one's actions).
3. Appreciation of difference (e.g. see cultural diversity as an opportunity for learning).
4. Honesty (e.g. act with integrity).
5. Safety (e.g. engage in safe activities and keep the body and mind healthy).
6. Life-Long Learning (e.g. come to school prepared to learn).

Positive behavior expectations will be demonstrated to the students. Intervention services will be provided in the classroom that include parent-student conference, reflective behavior journal writing, and/or small group discussion. Referrals will be made to the administrative leadership team and/or on-site Restorative Discipline coordinator to facilitate support for students with on-going violations or more complicated and serious incidents.

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 Instructional Leadership Team reviewed the school data, District Marks Report, and the SBAC data to determine the needs of the instructional programs. The CPA and EL Designee conducted needs assessments, circulated surveys, and schedule parent meetings to review the new SPSA format and school data. The CPA met with ILT members, presented the new SPSA format, and discussed the six goals and objectives of the SPSA. Strategies were discussed, developed, and a consensus was reached on the action steps to meet the goals and objectives of the SPSA.

The EL Designee scheduled several ELAC meetings and invited parents and stakeholders to attend. School data including the School Report Card were reviewed. Recommendations from ILT were reviewed and discussed. School Site Council meetings were scheduled to discuss the 2017-2018 SPSA and the 2017-18 Title One budget. Fliers were posted around the campus and on the school's website to invite teachers, students, parents, and stakeholders to attend. The Title One Coordinator reviewed the objectives and actions steps from the 2015-16 SPSA plan with the council members. The Title One Coordinator presented the needs assessments data, student data, and recommendations from ELAC and ILT to the council. SSC members reviewed and discussed the data and the recommendations from the advisory committees. The council members provided input and supported the writing process with recommendations.

The Title One Coordinator, EI Designee, SEL lead teacher, PSA and PSW, Math Department Chair, English Department Chair, Parent Center Community Representatives, parent and student representatives from SSC and an administrative designee collaboratively worked and drafted the 2017-18 SPSA plan. An emergency SSC meeting was scheduled to review and approve the plan.

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

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

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

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
KENNEDY SH (1872501)		CHAVEZ, RICHARD J

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
2,069	79.02	8.60	0.90	10183 \$ 415,503 10397 \$ 2,437,176 10400 \$ 1,077,964 10405 \$ 12,762 Total \$ 3,943,405

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 	151,989	Low-income, EL, RFEP and/or 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%

According to last year's report, 84% of our students were on track to graduate. Our goal is to increase the percentage by 10%. The Assistant Principal(\$150,489)- will collaborate with Pupil Services and Attendance counselors, psychiatric social workers, parent center community representative and other staff members to ensure the school is meeting the needs of ELs, low-income and foster youth. Close monitoring of A-G and IGPs requirements will ensure that students meet their graduation goals. Parent workshops will be available to parents to navigate the school/District intervention system via the internet.

Maintenance and lease of equipment (\$1500) to support the EL, Foster Youth and low-income students instructional Intervention programs during after-school tutoring/intervention. (Toshiba E-Studio 456).

<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>Targeted Student Population Advisor/EL Designee (\$72,785) funds to pay for a TSP advisor that assists in maintaining a comprehensive, effective, and compliant program that accelerates the academic achievement of ELs, low income and Foster Youth. TSP advisor will monitor and provide intervention to students not meeting the minimum requirements to pass CELDT/ELPAC. Duties and responsibilities will also include, providing instructional support for teachers regarding effective learning and academic strategies for ELs, Foster Youth, and low income students; conducting demonstration lessons, and supporting the English Learner Master Plan implementation.</p>	<p>263,514</p>		<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%
<p>Teacher tutor X-direct(11,682) funds to support key EL strategies and promote effective learning to address the needs of at-risk EL/Foster Youth and support the implementation of the Common Core/ELD State Standards as they apply to ELs. Teachers will provide 100 hours of tutoring after school for those LTEL who scored BB and FBB on RI in ELA and less than 3 on CELDT/ELPAC domains.</p> <p>Professional Development(PD teacher regular @ \$8468)-funds to release teachers of ELs to participate in Master Plan related planning activities such as analyzing EL data, observing best practices, participating in SSPT meetings, or lesson planning for EL related issues. Teachers will be involved in the development of Integrated/ Designated ELD lesson planning and the use of Constructive Conversation skills. ELD State Standards and other teaching strategies that support English Learners, RFEP, Foster Youth and LTELs will be emphasized. Intervention services will target ELs and LTELs not making adequate progress on the CELDT/ELPAC.</p>			

The Administrator and EL Designee will also work with the special education department to increase the reclassification rate of special education students and to decrease the LTEL population.

Staff Conference attendance (\$3453)-funds for teachers to attend institutes, seminars or workshops and conferences such as Association of Mexican American Educators (A.M.A.E), C.A.T.E.S.O.L, and California Association of Bilingual (C.A.B.E).

Bilingual TAs-degree track-(two @ 6 hrs each, one @ 4 hrs (\$46,870)- Under the direct supervision of a highly qualified teacher, will provide one-one tutoring in the areas of ELA, Math and ELD and provide primary language support. They will support instruction by reinforcing key concepts.

Teacher assistant health benefit package (\$10,200)

TSP adviser differential (\$758) funds for the TSP/EL Designee to perform program related activities outside of the regular six hour work day.

Advisory Committee Expense (\$1148)- To provide training for ELAC parents on intervention programs and implications related to ELS. To purchase refreshments/ snacks and training supplies for parent training.

Supplemental Instructional Materials (SIM/IMA) (\$2828)- To acquire supplemental instructional materials to support the TSP program targeted populations., for example: classroom library books, realia such as visuals (maps, charts, graphic organizers), manipulative and instructional CDs/Videos). The Scholastic Phonics Inventory program will be purchased (improves decoding skills). Also, TransMath-a high school intervention program for students who lack foundational skills.

Non-Cap. equipment (\$102,380)- Funds to purchase 20-70" Full Panel HD ViewSonic Point Touch monitors. These items will be used in the classrooms to supplement the instructional program.

Parent Conference Attendance (\$500).-Two Parents will be invited to attend one of these conferences (AMAE, CABE) or other parent related conferences.

TA Relief- (\$2442) Funds for hours worked beyond their regular assignment. They will provide intervention to identified ELs and other identified students not meeting the State Common Core/ELD/benchmark standards.

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (173-180 days) attendance rate - Percent of students missing 16 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>The Administrator overseeing attendance and the PSA counselor will monitor attendance weekly to ensure that students are in school regularly and ready to learn. 2015-16 Data indicates that students with 96% or higher attendance was 84% (87% for 2014-15). District average was 74%. Students with chronic absence for 2015-16 was 7% (5% for 2014-15). The Administrator with the support of the counselors and EL Designee will coordinate the necessary services to ensure that students attend school regularly and prepare to learn. Chronic attendance issues will be addressed during weekly SSPT meetings.</p>	<p>0</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of students with a 96% attendance rate: 75% • Percentage of students missing 16 days or more in a school year: 9%
<p>Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey</p>	<p>12,762</p>	<p>Low income, EL, RFEP, and Foster Youth</p>	<p>• Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%</p>

According to the 2015-16 School Report Card, 34% of parents participated in the School Experience Survey; an increase of 11% from 2014-15. 55% of the students agreed with the following statement "I feel like I am part of this school." 63% reported that they are happy to be at John F. Kennedy High School. 92% of the parents surveyed feel welcome to participate at the school. 60% of the students surveyed agreed that teachers at the school site treat them fairly; an increase of 3% from the previous year. More importantly, on the question, "Adults at this school treat all students with respect," 63% of students surveyed agreed; an increase of 6% from the previous year.

The TSP coordinator, administrators, and Community Rep. will collaborate with the Parent Center and implement the following services and activities to increase parent, community, and student engagement:

1. Provide ongoing workshops for parents on school related activities such as workshops on A-G graduation requirements and the Individual Graduation Plan.
2. Counselor/parent meeting regarding the importance of school attendance.
3. The EL Designee and counselors will meet with EL/RFEP and Foster Youths to monitor their grades and well being.
4. After-school tutoring and intensive intervention will be made available for students not making adequate progress.
5. Intervention classes for students having difficulty meeting the RFEP requirements.
6. ESL classes for parents.
7. Saturday educational workshops (Parent University) are scheduled once a semester for parents.

In addition, an instructional contract will be established with The Parent Ed. Agency LLC to provide parent classes on the following topics:

1. Transitioning through High School & Beyond (2 sections)
2. Using Computer and the Internet-Intermediate (2 sections)
3. English as a Second Language -Intermediate (2 sections)

Advisory Committee Expense will be budgeted to provide refreshments for parent meetings and workshops including ELAC and School Site Council.

Supplemental instructional materials will be acquired to help parents understand the changing instructional shifts in high school, common core, and college preparation. Brochures on how to help students transition to high school and get better grades and take good notes will be available in the parent center.

<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>The Administrator/Coordinator, working in tandem with the Dean will identify alternatives to suspension and expulsion through early intervention with students at risk (Low Income, Foster Youth, English Learners) and consistent implementation of LAUSD Discipline Foundation Policy. Administrative monitoring (Asst. Principal) and PD will provide teachers and staff with the guiding principles for the School Community (Be Safe, Be Responsible, Be Respectful, Be Life-Long Learners, and Appreciate Differences).(A Toshiba copier will be funded to provide for copies and packets)</p>	<p>0</p>	<p>Low income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • Suspension rate: .35% • Expulsion rate: .01% • Extent to which the school is implementing the Discipline Foundation Policy: 88%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount	CE-NTLB-T1-Targeted (70S46) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10365 10365 - TCHR PRNT ACT DIFF	<input type="checkbox"/>	110004	0.00 0	0.00 0	0.00 1,516	0.00 0	0.00 1,516
10373 10373 - TCHR X TIME DIRECT	<input type="checkbox"/>	110004	0.00 3,116	0.00 0	0.00 0	0.00 0	0.00 3,116
10375 10375 - PROF DEV TCHR X-TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 4,986	0.00 0	0.00 0	0.00 0	0.00 4,986
10376 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 20,020	0.00 0	0.00 0	0.00 0	0.00 20,020
10377 10377 - TCHR RELEASE DAY/HRS	<input type="checkbox"/>	110001	0.00 2,338	0.00 0	0.00 0	0.00 0	0.00 2,338
10391 10391 - TCHR X TIME INDIRECT (6 Hrs / 5 Days)	<input checked="" type="checkbox"/>	110004	0.00 1,558	0.00 0	0.00 0	0.00 0	0.00 1,558
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 5,852	0.00 0	0.00 0	0.00 0	0.00 5,852
10701 10701 - TCHR AST RELIEF	<input type="checkbox"/>	110005	0.00 3,256	0.00 0	0.00 0	0.00 0	0.00 3,256
107762 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	<input type="checkbox"/>	110005	3.00 36,915	0.00 0	0.00 0	0.00 0	3.00 36,915
11267 11267 - CAT PROG AD X INDRCT (6 Hrs / 5 Days)	<input checked="" type="checkbox"/>	190004	0.00 2,337	0.00 0	0.00 0	0.00 0	0.00 2,337
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	190004	0.00 10,115	0.00 0	0.00 0	0.00 0	0.00 10,115
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
12106 12106 - ITIN NURSE (6 Hrs / 4 Days)	<input type="checkbox"/>	120041	0.00 93,039	0.00 0	0.00 0	0.00 0	0.00 93,039

KENNEDY SH (1872501)

13641	<input type="checkbox"/>	110001	2.00	224,542	0.00	0	0.00	0	0.00	0	2.00	224,542
13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)												
13644	<input type="checkbox"/>	110001	2.00	224,542	0.00	0	0.00	0	0.00	0	2.00	224,542
13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)												
21477	<input checked="" type="checkbox"/>	240002	0.00	1,000	0.00	0	0.00	700	0.00	0	0.00	1,700
21477 - CLERICAL RELIEF												
21676	<input type="checkbox"/>	290004	0.00	1,009	0.00	0	0.00	0	0.00	0	0.00	1,009
21676 - STAFF TRNG R 3 CLSS												
21720	<input type="checkbox"/>	290004	0.00	0	0.00	0	0.00	12,370	0.00	0	0.00	12,370
21720 - COMMUNITY REP.												
25690	<input type="checkbox"/>	240001	1.00	70,734	0.00	0	0.00	0	0.00	0	1.00	70,734
25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)												
26288	<input checked="" type="checkbox"/>	240001	1.00	66,774	0.00	0	0.00	0	0.00	0	1.00	66,774
26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)												
30210	<input type="checkbox"/>	340101	0.00	10,200	0.00	0	0.00	0	0.00	0	0.00	10,200
30210 - TA HEALTH&MEDBENEFIT												
40127	<input type="checkbox"/>	430001	0.00	9,000	0.00	0	0.00	500	0.00	0	0.00	9,500
40127 - GEN SUPPLIES TECHNO												
40269	<input type="checkbox"/>	430010	0.00	2,635	0.00	0	0.00	600	0.00	0	0.00	3,235
40269 - SUPPLMTL INSTRL MAT												
50073	<input type="checkbox"/>	520002	0.00	0	0.00	0	0.00	500	0.00	0	0.00	500
50073 - PARENT CONF ATTND												
50080	<input type="checkbox"/>	520002	0.00	10,000	0.00	0	0.00	0	0.00	0	0.00	10,000
50080 - STAFF CONF ATTEND												
50174	<input type="checkbox"/>	580012	0.00	740	0.00	0	0.00	0	0.00	0	0.00	740
50174 - CURRICULAR TRIPS												
40239	<input type="checkbox"/>		0.00	9,304	0.00	0	0.00	164	0.00	0	0.00	9,468
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
Total			10.0	930,315	0.00	0	0.00	16,350	0.00	0	10.00	946,665
			0									

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**