

Los Angeles Unified School District
Single Plan for Student Achievement

2017-2018

Implementation

VALLEY ACAD ARTS/SCI (1889801)



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SCHOOL IDENTIFICATION

School Name: VALLEY ACAD ARTS/SCI (1889801)

Local District: NW

CDS Code	County		District					School						
		1	9	6	4	7	3	3	0	1	2	4	3	6

For additional information on our school programs contact the following:

Principal: HANOCK, KELLY J

E-mail address: kjh0292@lausd.net

SPSA Designee: BREWER-PETROSSIAN, NATALIE Position: ADVSR, CTEGORCL PGM

E-mail address: natalie.petrossian@lausd.net

School Address: 10445 BALBOA BLVD, GRANADA HILLS, CA 91344

School Telephone Number: 8188327750

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 type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	01/19/2017	Helen Aquino	<i>Please sign here</i>

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

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

03/28/2017

School plan approval appears in SSC Minutes.

Date

Attested:

Astrid Carrillo

Typed name of SSC chairperson



E-Signature of
SSC chairperson

04/05/2017

Date

Please sign here

HANOCK, KELLY J

Typed name of school principal



E-Signature of
School principal

04/04/2017

Date

Please sign here

Please print this page and sign.

2017-2018 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u> 433,009</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> 7,610</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> 440,619</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.)

Provide San Fernando Valley families with an innovative college-preparatory visual and performing arts high school that employs an interdisciplinary curriculum to develop all students’ intellectual skills and creative talents in order to attain measurable artistic and academic excellence.

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?)

In a personalized, safe environment, our learning community, comprised of all stakeholders, will offer a standards-based instructional program in theatre arts, dance, vocal and instrumental music, and visual/digital arts, coupled with a rigorous college-career preparatory curriculum. Through an integrated study of the arts, sciences, math, humanities and technology we will graduate literate, cultured individuals who can communicate effectively, think critically, solve problems, and work collaboratively in diverse groups. Our graduates will demonstrate mastery of academic and artistic skills that will enable them to be productive, responsible citizens who take ownership for their own success.

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/
Valley Academy of Arts & Sciences (VAAS) is a Zone of Choice school originally built to relieve overcrowding in the neighboring schools of North Hills, Granada Hills, and Northridge. VAAS serves a culturally, linguistically, and economically diverse community. According to the 2010 US Census, average incomes span \$49,000 to over \$80,000. The majority of our families are working class with compelling challenges to educational and employment advancement. Consequently, a significant number of our students are the first generation to graduate from high school and attend college.
2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.): VAAS is a comprehensive high school serving grades 9-12 and is divided into two Houses (A & B) with grade level advisories.
3. Indicate student enrollment figures: There are 1,171 students currently at VAAS: 309 are 9th graders, 295 are 10th graders, 303 are 11th graders, and 264 are 12th graders.
4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking): For the 2017-2018, VAAS ranks 668 in the Title I ranking. At present, approximately 67.11% of our students qualify for Title I services.
5. Identify language, racial and ethnic make-up of the student body: Per demographic data from MyData for the 2016-2017 school year, our student body reflects a diversity of linguistic, racial, and ethnic backgrounds: 58% Latino, 24% White, 5% African American, 8% Filipino, 4% Asian, 1% Pacific Islander, and 1% American Indian. Additionally, 28% of VAAS families report a speak a language other than English at home, including Arabic, Armenian, Farsi, Tagalog, Japanese, Korean, Portuguese, Punjabi, Russian, Spanish, Thai, and Urdu. - MISIS EXPLORER

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:

Support in understanding individual student academic assessment results in the language understood by parents will happen in a variety of ways:

- Formal parent meetings to review student assessments and data, led by the Categorical Programs Advisor, teachers and/or community partners to help facilitate parent understanding.
- The EL & LTEL parent meetings (ELAC) conducted by the Categorical Programs Advisor to review CELDT, SRI and Reclassification requirements.
- Student led conferences with information provided to parents by students in the home language.
- On-line student portfolios that can be accessed by parents at home or with the help of the teacher or counselors at school.
- Translated written and oral communications (re: Annual Notifications, Reclassification Letters, CELDT results, SRI results, etc.)
- Jupiter Grade on-line access to monitor student academic progress by parents and students
- Grade level counselor meetings for parents explaining the IGP in English (and Spanish by request or appointment) with follow-up meetings and letters sent home in both English and Spanish.
- Informational meetings during Back-to-School Night and Open House to discuss student progress towards graduation.

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

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

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP) |
| <input type="checkbox"/> | Title I Targeted Assistance School (TAS) |
| <input type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input checked="" 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 checked="" type="checkbox"/> | Small Learning Community (SLC) |

Other important characteristics of the school:

As a new school, VAAS was part of the Public School Choice process. Part of the Public School Choice plan is to infuse arts and sciences into all core curriculum classes via project-based learning and to provide a variety of electives to encourage exploration of the Arts and Sciences. Instruction is maximized via the 8-period, block schedule days. VAAS is a 1-1 technology school that uses iPads to complete interdisciplinary and Signature Projects in more progressive ways. VAAS has been identified as a Gold Ribbon School.

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:

Action Plan Goal #1: VAAS should dedicate additional time to data review and analysis, tying student achievement more directly to teacher practice.

Action Plan Goal #2: VAAS should dedicate additional resources and find more ways to address class size increases.

Action Plan Goal #3: Implement Instructional Rounds more faithfully.

Action Plan Goal #4: Increase percentage of students scoring proficient on CAHSEE in both Math and English.

Action Plan Goal #5: VAAS needs to provide greater support to incoming 9th graders in their transition to high school and in their understanding of the VAAS culture.

Action Plan Goal #6: Align WASC Action Plan and the SPSA.

Action Plan Goal #7: Continue to utilize technology to prepare students to be college and career ready, twenty-first century learners.

Action Plan Goal #8: Expand the use of technology to integrate arts and sciences in all subject areas.

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	Discussed Data (My Data, SBAC, MISIS, School Report Card), needs assessment given to various stakeholders, reviewed SPSA, review and budget approval	09/27/2016, 10/17/2016, 11/29/2016, 01/24/2017, 02/28/2017, 03/28/2017
<input checked="" type="checkbox"/> English Learner Advisory Committee	Discussed Data (My Data, SBAC, MISIS, School Report Card), needs assessment given to various stakeholders, reviewed SPSA, ELAC recommendations	09/15/2016, 10/27/2016, 11/17/2016, 01/19/2017, 02/16/2017
<input checked="" type="checkbox"/> Departments	Discussed data: My Data, SBAC, MISIS, student work, instructional rounds protocols, digital portfolio development	10/18/2016, 11/01/2016, 11/29/2016, 01/31/2017, 02/14/2017, 03/14/2017, 02/28/2017, 03/21/2017
<input checked="" type="checkbox"/> Other: Public School Choice	PSC Review Team (Principal, Assistant Principal, Categorical Programs Advisor, UTLA Chairperson, Teachers, Students) conducted classroom observation, interviewed student, parent, and teacher focus groups, analyzed data and recommend 3-5 year goals	02/01/2017, 02/01/2017

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

ACADEMIC GOAL — 100% GRADUATION

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

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

MiSiS Ad Hoc – Graduation Progress

	Class of 2017(12)	Class of 2018(11)	Class of 2019(10)	Class of 2020(9)
On Track	88%	71%	76%	82%
Tier 1	7%	17%	12%	16%
Tier 2	2%		6%	4%
Tier 3	2%		7%	2%

Tier 1: Missing 1-2
 Tier 2: Missing 3-4
 Tier 3: Missing 5+

2015-2016 School Report Card

- The class of 2016 had a 92% graduation rate, representing a 1% increase from the previous year.
- The graduation rate for class of 2015 was 91%, a 4% increase from the class of 2014 (87%).

My Data

A-G Progress by Subject

Courses)	A-G On Track	A-G Not on Track (Missing 1 Course)	A-G Not on Track (Missing 2 Courses)	A-G Not on Track (Missing 3+ Courses)
12th Grade *	57.4%	10.1%	7.4%	24.8%
11th Grade	56.1%	9.8%	7.3%	26.8%
10th Grade	57.1%	10.5%	9.5%	22.8%
9th Grade	88.9%	9.1%	0%	2%

* A-G Completed: 0.4% of 12th Grade

- Based on CSU requirements: A-G in History: 84% of the senior class has completed or is on-track, 15% is missing one or two courses (not on-track), and less than 1% (0.8%) missing 3 or more courses.
- Based on CSU requirements: A-G in Lab Science: 85% of the senior class has completed or is on-track, 12% is missing one or two courses (not on-track), and 3% are missing 3 or more courses.
- Based on CSU requirements: A-G in Math: 80% of the senior class has completed or is on-track, 17% is missing or two courses (not on-track), and 4% is missing 3 or more courses.
- Based on CSU requirements: A-G in English Language Arts (ELA): 72% of the senior class has completed or is on-track, 18% is missing or two courses (not on-track), and 9% is missing 3 or more courses. (CSU Requirement is 4 years.)

2016 School Experience Survey

Student Survey Question	Disagree a lot/a little	Neither disagree/agree	Agree a little	Agree a lot
Most adults at this school expect me to go to college.	3%	17%	27%	53%
I know which A-G courses I need to take to get into college.	12%	18%	26%	44%
I know my current progress toward meeting A-G requirements.	14%	21%	26%	39%
Someone at this school has helped me learn the details of getting into college.	18%	22%	25%	35%

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

88% of the class of 2017 is on track to graduate, representing the highest on track percentage. The class of 2018 (current 11th graders) represents lowest percentage of students who are on track to graduate as well as the largest number of students who are in need of intervention services to make up credits (My Data). Moreover, the on track rate decreased the most between 9th and 10th grades (6%), with a significant decrease between 9th and 11th (11%). The on track percentage increased by students' twelfth grade year due to credit recovery and intervention supports.

Within core subjects (Math, ELA, History, Lab Science), most seniors (85%) have completed or are on-track to complete the lab science requirement, followed closely by history (84%). The least amount of seniors (72%) has completed or is on-track to complete the ELA A-G requirement. Currently, the class of 2020 (9th grade) represents the next highest on track percentage (82%) and the highest A-G On Track percentage (88.9%). Although the class of 2020 and the class of 2018 represent the highest and lowest on track percentages, respectively, both classes' have similar rates of Tier 1 (missing 1-2 classes) intervention.

Although most students "Agree a lot" regarding the college preparedness questions, one third of students disagree or neither disagree/agree with knowing their current progress towards meeting A-G requirements and 40% of students disagree or neither disagree/agree that someone at the school has helped learn the details of getting into college.

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

NA

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

We anticipate meeting our measurable goal for the class of 2017 - 95% graduation. Our success in meeting our goal encompassed school, student, and parent based approaches, supporting a culture of success. School leadership, in partnership with ESBM, increased understanding of A-G requirements via student-led conferences, A-G progress checks during Advisory, and parent events including IGP Nights and College Awareness. VAAS teachers implemented research-based instructional methodologies and project-based learning to motivate and engage students in their learning. For students not on-track to graduate, the Intervention Team (Intervention Support Coordinator, Categorical Programs Advisor, Intervention Counselor, School Psychologist) implemented a robust Credit Recovery Program through concurrent enrollment at North Valley Occupational Center (NVOC) iLab, Pierce College, Valley College, CSUN, Edgenuity, and independent study.

With an eight period schedule, VAAS will be able to offer more electives, and students can earn more credits per year to complete their A-G and academic requirements. It also allows for additional opportunities for Credit Recovery within the school day. A block schedule doubles the instructional minutes each day: creating more time for diverse learners to study the subject matter, enabling students to explore their disciplines in depth on a daily basis, and allowing enough time for students to engage in hands-on projects. It creates longer common planning and professional time for teachers to collaborate.

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.

NA

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

By March of 2019, the on track graduation rate for classes of 2018, 2019, 2020, and 2021 will be at or above 75%. (MISIS Ad Hoc)

*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>School Leadership/ESBM (with Clerical support) will</p> <ul style="list-style-type: none"> strengthen protocols for monthly instructional rounds so that teachers can learn from colleagues and enhance their classroom instruction to address the needs of at-risk and subgroup populations. Monthly instructional rounds involve provide teachers planning and presentation time for evening events to which parents are invited such as Presentations of Learning, Science Night, AP and Elective Courses Preview Night, IGP Nights, etc. provide professional development opportunities focusing on understanding A-G requirements, effective school-home communication practices, authentic feedback and assessment techniques, student-centered discussion and questioning strategies target the implementation of revisionary processes and other research-based teaching strategies in listening, speaking, reading, and writing domains in all departments utilize professional development time, department meetings, and common planning time to analyze data, student work, and assessment resources to further address the needs of the students and to refine instructional planning and professional development to support the District's initiative to move all students towards proficiency and graduation include supplemental trainings, workshops, times for collaboration on best practices and lesson study occurring both during and beyond the regular school day <p>Estimated expenditures</p> <p>1. Teacher Release Days - 1 day per month to plan school events directly related to 100% graduation such as IGP Nights, instructional rounds, and professional development for faculty</p> <p>Expenditures</p> <p>2. PD Teacher X Time</p> <ul style="list-style-type: none"> - Additional time to develop teacher practice beyond banked Tuesday Professional Development activities - 19 hours per semester <p>2. Clerical X Time</p> <ul style="list-style-type: none"> - July 3, 2017 - July 19, 2017 - January 2, 2018 - January 5, 2018 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by # of participating teachers; debriefing of department members, faculty survey, facilitator debriefing, and classroom lesson evaluation.</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	10377 - TCHR RELEASE DAY/HRS	10377	3,273	0.00	100
CE-NCLB T1 Schools (7S046)	10375 - PROF DEV TCHR X-TIME (6 Hrs / 5 Days)	10375	2,999	0.00	100
CE-NCLB T1 Schools (7S046)	21468 - CLERICAL X-TIME	21468	5,000	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
<p>Teachers will implement research-based instructional methodologies involving interdisciplinary, art/science-infused curriculum, project-based learning, writing across the curriculum, and performance-based assessments which will generate culturally relevant learning experiences that help all types of students see the relationship of their studies to the real world, and, in so doing, will motivate them to complete their education. Additionally, teachers will use project-based learning and Signature Projects to create active partnerships with arts & science professionals and community partners who can articulate professional opportunities and real world experiences within classrooms during the school day. To further support classroom instruction and real world connections, teachers will integrate technology including iPads and 3D printers to provide hands-on inquiry experiences and to allow students to create three dimensional models and representations of learning.</p> <p>Expenditure - XYZprinting da Vinci 2.0 Duo 3D Printer Item # 428106 (\$549.00 Office Depot) - 2 printers</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by classroom observations by administrators, interim assessment data, SBAC data, pass/fail rates on progress reports and report cards, quality and percent completion of interdisciplinary projects in fall, quality and percent completion of signature projects in spring, analysis of students' digital portfolios</p> <p>Staff Responsible: Principal, Assistant Principal, Technology Coordinator, Arts/Sciences Liaison</p>
<p>Teachers will utilize technology (iPads, Schoology, Evernote, and Passport) to regularly communicate with and provide feedback to students/parents about progress in A-G classes.</p> <p>Expenditure - Non-capital equipment for classrooms, i.e. iPads, desktop computers</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by school created feedback surveys.</p> <p>Staff Responsible: Principal, Assistant Principal, Technology Coordinator, Intervention/Prevention Coordinator, Categorical Programs Advisor</p>
<p>Advisory teachers will</p> <ul style="list-style-type: none"> * perform "grade checks" for all students after each grading period and annually review A-G requirements with advisees * guide students in developing and updating digital portfolios, highlighting their internalization of the school's Student Learner Outcomes * mentor students in student-led conference protocols and development of grade-level Signature Projects * plan personalized learning experience during Advisory in order to enhance student performance in academic classes and to sustain student engagement in school 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured pass/fail rates, analysis of students' digital portfolios</p> <p>Staff Responsible: Principal, Assistant Principal, Intervention/Prevention Coordinator, Categorical Programs Advisor</p>
<p>Curricular field trips enhance interdisciplinary learning at VAAS. Students will take field trips to deepen their content knowledge, to experience real world applications of classroom learning, and to develop authentic critical thinking skills.</p> <p>Expenditure: 10 Trips total to be funded out of Title I and scheduled by departments based on curriculum and unit alignment.</p> <ol style="list-style-type: none"> 1. Cal State LA (Forensic Science Center) 2. Sepulveda Basin Wildlife Reserve 3. Broad Museum 4. CSUN Valley Performing Arts Center 5. Tree People 6. Museum of Tolerance 7. LACMA 8. LACMA 9. NASA Jet Propulsion Laboratory 10. UCLA City Lab 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by pass/fail rates on progress reports and report cards, quality and percent completion of interdisciplinary projects in fall, quality and percent completion of signature projects in spring, analysis of students' digital portfolios</p> <p>Staff Responsible: Principal, Assistant Principal</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	50174 - CURRICULAR TRIPS	50174	3,700		100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	40124 - NON-CAP EQUIP CLSRM	40124	1,340	0.00	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
Intervention/Prevention Coordinator, Intervention Counselor, and Categorical Programs Advisor will regularly monitor students with disabilities, Title I students, and EL students to ensure they are making adequate progress towards meeting graduation requirements. This will include conferencing with students, parents, teachers, etc. to monitor progress and support services as well as guiding parents through online access points (Schoology, Passport).	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through an analysis of graduation rate, CELDT scores, SRI scores, re-designation rates, CAPA scores, SBAC scores, IGP reviews, A-G completion, credit recovery, SSPT referrals, interim assessments, classroom assessments, digital portfolio review Staff Responsible: Principal, Asst. Principal, Categorical Programs Advisor, Intervention/Prevention Coordinator, Intervention Counselor, School Psychologist
Intervention/Prevention Coordinator and Categorical Programs Advisor will provide out-of-class tutoring/intervention in core content area classes for at-risk, EL, and struggling students. Additionally, the Intervention/Prevention Coordinator will implement a weekly after-school tutoring program to address students academic needs as identified by staff referrals, progress reports, and parent and/or student requests. Initial target student identification will take place in August based on Spring 2017 final grades. Identification and monitoring for after-school tutoring continue throughout the school year. Tutoring sessions will take place three times per week, after school, for one hour. Expenditure - Teacher Tutor X Time (Tutoring) - 20 hours per month - multiple teachers (Core Subjects)	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through an analysis of graduation rate, CELDT scores, SRI scores, re-designation rates, CAPA scores, SBAC scores, IGP reviews, A-G completion, credit recovery, SSPT referrals, interim assessments, classroom assessments, digital portfolio review Staff Responsible: Principal, Asst. Principal, Categorical Programs Advisor, Intervention/Prevention Coordinator, Intervention Counselor, School Psychologist
The SSPT team, coordinated by the School Psychologist, will identify students, establish school based supports, and provide referrals to outside agencies, as needed, including: Family and Child Guidance Center, LAUSD School Mental Health Units and partnerships with other community agencies.	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured by classroom observations, pass/fail rates on progress reports and report cards Staff Responsible: Principal, Assistant Principal, Intervention/Prevention Coordinator, Categorical Programs Advisor, School Psychologist, Intervention Counselor

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Maintenance of equipment and other non-instructional contracts will be funded to provide supplementary intervention materials for after school programs, materials that support in-class interventions, professional development materials and for providing communication to parents that support the Title I program.</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by classroom observations, pass/fail rates on progress reports and report cards, student participation in programs, parent/student surveys</p> <p>Staff Responsible: Principal, Assistant Principal, Intervention/Prevention Coordinator, Categorical Programs Advisor, School Psychologist, Intervention Counselor</p>
<p>With an eight period schedule, our school will be able to offer more electives, and students can earn more credits per year to complete their A-G and academic requirements. It also allows for additional opportunities for Credit Recovery within the school day. A block schedule doubles the instructional minutes each day, creating more time for diverse learners to study the subject matter, enabling students to explore their disciplines in depth on a daily basis, and providing greater opportunity for hands-on learning opportunities to be offered in the classroom. It creates longer common planning and professional time for teachers to collaborate, develop, and implement differentiated lessons.</p> <p>- Expenditure (SIM) for 3D printer - provide opportunities for hands on learning 3D Printer filament spools (Amazon) B00WHQ9XRQ Black \$25.96 B01M18GKJT Blue \$27.95 B01B3NM9CO Clear Blue \$44.99 B00WHQ9XTO Clear Green \$22.98 B0142FW8M6 Clear Red \$28.72 B0142FW9FC Clear Tangerine \$28.72 B00WDXVA60 Clear Yellow \$33.76 B00W75P3AI Nature \$25.96 B0156HJZFM Neon Green \$28.72 B01M1K4EMF Yellow \$27.95</p> <p>Expenditure - Supplemental Instructional Materials to address the needs of diverse learners, to provide hands on learning opportunities, and to differentiate instruction - Class sets of novels for ELA (45 books per set) - Cat's Cradle by Kurt Vonnegut - Candide by Voltaire - Beloved by Toni Morrison - The Book Thief by Marcus Zusak - Lord of the Flies by William Golding - The Disreputable History of Frankie Landau-Banks by E. Lockhart - Macbeth by William Shakespeare</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through an analysis of graduation rate, CELDT scores, SRI scores, re-designation rates, CAPA scores, SBAC scores, IGP reviews, A-G completion, credit recovery, SSPT referrals, interim assessments, classroom assessments, digital portfolio review</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention/Prevention Coordinator, Intervention Counselor</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Instructional Leadership Team will analyze data, present to ESBM Council, Curriculum Committee, and staff, in order to develop a targeted Professional Development plan to address identified specific needs. Ongoing analysis will continue to focus on student data from monthly Instructional Rounds, District Interim Assessments, teacher-designed classroom assessments, projects and performances, all of which will be used to prescribe interventions and measure student progress. We will also use data to inform the RtI2 Problem-Solving Process (Problem Identification, Problem Analysis, Instructional/Intervention Design, and Response to Instruction/Intervention) to develop effective, consistent interventions and extra-learning opportunities for struggling students.</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through an analysis of graduation rate, CELDT scores, SRI scores, re-designation rates, CAPA scores, SBAC scores, IGP reviews, A-G completion, credit recovery, SSPT referrals, interim assessments, classroom assessments, digital portfolio review</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention/Prevention Coordinator, Intervention Counselor</p>
<p>Students will be able to fulfill their A-G requirements at VAAS in regular classes, through the Edgenuity, and concurrent enrollment at North Valley Occupational Center (NVOC) iLab, Pierce College, Valley College, and CSUN.</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through an analysis of graduation rate, CELDT scores, SRI scores, re-designation rates, CAPA scores, SBAC scores, IGP reviews, A-G completion, credit recovery, SSPT referrals, interim assessments, classroom assessments, digital portfolio review</p> <p>Staff Responsible: Principal, Asst. Principal, Categorical Programs Advisor, Intervention/Prevention Coordinator, Intervention Counselor</p>
<p>Intervention/Prevention Coordinator, Intervention Counselor, School Psychologist, and Categorical Programs Advisor will facilitate the school-wide transition toward the "co-teaching" model between Special Education and General Education teachers to ensure equal access to all students and equal responsibility for all teachers.</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through an analysis of graduation rate, CELDT scores, SRI scores, re-designation rates, CAPA scores, SBAC scores, IGP reviews, A-G completion, credit recovery, SSPT referrals, interim assessments, classroom assessments, digital portfolio review</p> <p>Staff Responsible: Principal, Asst. Principal, Categorical Programs Advisor, Intervention/Prevention Coordinator, Intervention Counselor, School Psychologist</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	14496	116,303	1.00	100
CE-NCLB T1 Schools (7S046)	11759 - INTVN/PREV SUPC DIFF	11759	1,516		100
CE-NCLB T1 Schools (7S046)	10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	10376	14,957	0.00	100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	40269 - SUPPLMTL INSTRL MAT	40269	7,306	0.00	100
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)	11681 - CRD DIF CAT PRG ADV	11681	1,516	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>Categorical Programs Advisor and Intervention Counselor (with Clerical Support) will provide ongoing academic support to students and parents during workshops focusing on Individual Graduation Plans (IGP), A-G requirements, graduation, college preparedness, college application process, financial aid, and college visitations. Additionally, they will provide ongoing college prep activities that support students' and parents' understanding and engagement with VAAS expectations, culture, and climate. Intervention team (Categorical Programs Advisor, Intervention Counselor, Intervention Coordinator, and School Psychologist) will work together to create and present these workshops.</p> <p>Expenditure: LAUSD General Stores Catalog - EASEL PAD YELLOW RULED 25X30.5" 2/BX SKU 615-62-30561 - EASEL PAD WHITE GRID 25X30.5" 2/BX SKU 615-62-30560 - TRIPOD DRY ERASE BOARD EASEL SKU 785479031</p>	08/14/2017 06/08/2018	<p>Measurement: Effectiveness will be measured through parent participation rate in workshops, parent surveys, pass/fail rates, graduation rates, college application rates</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist</p>
<p>To build parent capacity and engagement, families will participate in Student Led Conference Night each semester that will showcase the students' best learning highlighted in their digital portfolios of their project-based learning assignments, signature projects, performances, publications, exhibitions, etc.</p>	08/14/2017 06/14/2018	<p>Measurement: Effectiveness will be measured through parent surveys, parent attendance at student led conference nights, student-led conference nights, and other presentations of learning.</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator</p>
<p>Science Night (Fall Semester) will provide opportunities for students to showcase their learning to parents and community members through hands on activities. This will provide an opportunity for parents to engage in student learning to support academic achievement. AP and Electives Course Preview night will inform students and families of the academic and elective options available to students.</p>	09/01/2017 12/15/2017	<p>Measurement: Effectiveness will be measured through parent surveys and event attendance</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, Arts/Sciences Liaison</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Intervention/Prevention Coordinator, Intervention Counselor, and Categorical Programs Advisor will coordinate parents' participation in the Senior Signature Project Review process in order to deepen parents' understanding of performance-based assessments, collaborative learning, and Signature Projects protocols.</p>	<p>08/14/2017 06/14/2018</p>	<p>Measurement: Effectiveness will be measured through parent participation and exit interviews.</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator</p>
<p>VAAS Intervention Team, with clerical support, will offer school-day and evening parent workshops to increase school-home communication regarding:</p> <ul style="list-style-type: none"> * Academic programs (ELA, Math, Social Studies, Sciences, Arts) * Academic interventions including after school tutoring and credit recovery * Graduation requirements * College readiness * Concurrent enrollment with community colleges * A-G requirements * Provide parent training each semester (2 total) to ensure full understanding of the ELD program and to clarify identification of ELs and necessary steps for student reclassification. • Conduct EL & LTEL parent meetings each semester (2 total) to review student goal sheets, progress toward reclassification, and transition from CELDT to ELPAC. • SSPT process • School Success Strategies • Effective Communication • Bridging Home to School • The Importance of Regular School Attendance • Special Education Transition <p>Expenditures:</p> <ul style="list-style-type: none"> - The Official SAT Study Guide, 2018 Edition (Official Study Guide for the New Sat) by The College Board - 50 copies - The 7 Habits of Highly Effective Teens by Sean Covey - 50 copies - The 7 Habits of Highly Effective Teens Personal Workbook by Sean Covey - 50 copies - What Color Is Your Parachute? for Teens, Third Edition: Discover Yourself, Design Your Future, and Plan for Your Dream Job by Carol Christen - 50 copies - Admission Matters: What Students and Parents Need to Know About Getting into College by Sally P. Springer - 50 copies - Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania by Frank Bruni - 50 copies - How to Prepare a Standout College Application: Expert Advice that Takes You from LMO* (*Like Many Others) to Admit by Alison Cooper Chisolm and Ana Ivey - 50 copies - Getting IN by Standing OUT: The New Rules for Admission to America's Best Colleges by Dr. Deborah Bedor - 50 copies - 10 Steps to Earning Awesome Grades (While Studying Less) by Thomas Frank - 50 copies - Escape Essay Hell!: A Step-by-Step Guide to Writing Narrative College Application Essays Paperback by Janine W. Robinson - Unlimited Memory: How to Use Advanced Learning Strategies to Learn Faster, Remember More and be More Productive by Kevin Horsley - 50 copies - How to Be a High School Superstar: A Revolutionary Plan to Get into College by Standing Out (Without Burning Out) by Cal Newport - 50 copies - A Mind for Numbers: How to Excel at Math and Science (Even If You Flunked Algebra) by Barbara Oakley - 50 copies 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through parent workshop participation, parent surveys, parent attendance at student-led conference nights, Science Night, and other presentations of learning</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>VAAS will provide a translation system to ensure fair and equitable access for non-English speaking parents to parent workshops and activities.</p> <p>Expenditure: EXMAX EX-938 Professional Wireless Tour Guide System for Tour Guiding Simultaneous Translation , Museum Visiting, Church , etc.(1 Transmitter 25 Receivers with Silver Aluminum Alloy Case) (\$950.00 Amazon)</p> <p>AA Batteries - \$50.00 + tax per box of 36 (Office Depot) - 3 boxes (2 batteries per unit plus replacements)</p>	<p>08/14/2017 09/30/2017</p>	<p>Measurement: Effectiveness will be measured through Parent Participation Rate Meetings, Parent Surveys, Parent Attendance at Student Led Conference Nights, Science Night, and other Presentations of Learning.</p> <p>Staff Responsible: Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Support Coordinator</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt (7E046)	40269 - SUPPLMTL INSTRL MAT	40269	7,533	0.00	100

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input 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 checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

My Data - Smarter Balance Assessments (only 11th grade tested)

English Language Arts (ELA)				
	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard
2016	12%	20%	45%	22%
2015	8%	24%	49%	19%
ELA - Reading Claim				
	% Below Standard	% At or Near Standard	% Above Standard	
2016	14%	57%	29%	
2015	12%	58%	29%	
ELA - Writing Claim				
	% Below Standard	% At or Near Standard	% Above Standard	
2016	13%	53%	34%	
2015	11%	62%	26%	
ELA - Speaking & Listening Claim				
	% Below Standard	% At or Near Standard	% Above Standard	
2016	14%	66%	20%	
2015	11%	72%	17%	
ELA - Research & Inquiry Claim				
	% Below Standard	% At or Near Standard	% Above Standard	
2016	12%	48%	41%	
2015	9%	48%	42%	

2015-2016 School Report Card

• 22% of 11th graders exceeded college readiness standards on the Early Assessment Program (EAP) in English Language Arts, which is above the LAUSD average of 20% and a 3% improvement from 2014-2015.

2015-2016 School Experience Survey

	Level of State Standards Instruction reported by Students				
	Disagree a lot	Disagree a little	Neither agree/disagree	Agree a little	Agree a lot
In ELA, we do a lot of writing.	2%	4%	13%	38%	44%
In ELA, we work together to edit our writing.	3%	5%	14%	42%	37%
In ELA, we connect what we read to real life.	2%	3%	9%	36%	51%

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

On the 2016 Smarter Balance Assessment (SBAC), 67% of student "met/exceeded" standards, a 1% decrease from 2015. Although students demonstrated the largest increase (7%) in "% Above Standard" in the Writing Claim, the Reading, Speaking & Listening, and Research & Inquiry claims results from 2015-2016 mirrored the 2015 SBAC or represented slight decreases in achievement. More significantly, the "% At or Near Standard" on the writing claim decreased 9% from 62% to 53%, representing the largest shift in achievement data.

According to the 2016 School Experience Survey, less than half of VAAS students "Agree a lot" that students "write a lot" and "work together to edit writing." 51% of VAAS students "Agree a lot" that assigned reading relates to real life. Even though more students in 2015 reached the college readiness standard on the EAP, VAAS's percent (22%) is only slightly above the LAUSD average of 20%.

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

NA

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

NA

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.

Because we did not meet our 2016-2017 measurable objective, VAAS will implement strategies to increase student achievement. First, School Leadership will provide professional development that addresses effective writing pedagogy, formative and summative assessment practices, designing and implementing standards based rubrics, and checking for student understanding. Teachers will, with fidelity, upload grades in Schoology so that students and parents may monitor progress regularly. Teachers will engage in revisionary processes of reading, writing, speaking, and listening with students in order to refine students' thinking and to create "beautiful work." Monthly instructional rounds will address an identified problem of practice, starting first with revision, as supported by relevant data, select an intervention, observe teaching practices, analyze of student work, and subsequent evaluation of the instructional strategy.

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

By June of 2018, 50% of students will self report on a VAAS created survey (local data) that they "Agree a lot" that they do a lot of writing in ELA and that "they work together to edit their writing in ELA." (Baseline: 2016 School Experience Survey)

*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>School Leadership/ESBM (with Clerical assistance) will provide ongoing professional development for teachers that will result in increased student achievement and improved teacher practice. The professional development topics for VAAS, which includes our PD Tuesdays and supplemental PD, include:</p> <ul style="list-style-type: none"> • effective formative and summative assessment practices • developing common writing assessments • Arts and Science integration • research-based revision strategies and protocols • designing and implementing standards based rubrics • questioning strategies and discussion techniques • checking for student understanding • project-based learning and interdisciplinary project development • maximizing bell-to-bell instructional time through the 85-minute block schedule • utilizing multiple forms of data to inform instruction • teacher developed standards-based common assessments • writing and content development specific to each discipline • implementation of VAAS's monthly instructional rounds protocol to present and observe best practices • writing across the curriculum, with particular focus on the type of writing required by new Smarter Balance assessments • maintaining digital portfolios <p>Expenditures</p> <ul style="list-style-type: none"> - PD Teacher X Time - Additional time to develop teacher practice beyond banked Tuesday Professional Development activities - 5 hours/semester 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by classroom observations by administrators, interim assessment data, SBAC data, pass/fail rates on progress reports and report cards, quality and percent completion of interdisciplinary projects in fall, quality and percent completion of signature projects in spring, analysis of students' digital portfolios</p> <p>Staff Responsible: Principal, Assistant Principal, Intervention/Prevention Coordinator, Intervention Counselor, Arts/Sciences Liaison, Categorical Programs Advisor</p>
<p>Intervention/Prevention Coordinator will train teachers to provide direct support to students with disabilities in order to develop their ELA skills, including:</p> <ul style="list-style-type: none"> • Ensuring Free and Appropriate Education (FAPE) in least restrictive environment. • Monitoring implementation of Individualized Education Plans for students with disabilities. • Facilitate co-teaching training for general education and special education teachers to mainstream students with disabilities effectively. • Provide training in and Implementation of modifications and accommodations as identified in IEP, with particular attention on ELA-specific goals as written in the IEP. • Train teachers to use teacher assistants effectively when working with students with disabilities. 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by classroom observations by administrators, interim assessment data, SBAC data, pass/fail rates on progress reports and report cards, school experience survey</p> <p>Staff Responsible: Principal, Assistant Principal, Intervention/Prevention Coordinator</p>
<p>Categorical Programs Coordinator will train teachers to provide direct support to at-risk students, including English Language Learners, in order to develop their ELA skills, including:</p> <ul style="list-style-type: none"> • Incorporating ELD Strategies into daily lesson plans (Designated and Integrated ELD Instruction) • Discussion protocols • Implementing effective collaborative groups • Using inquiry protocols effectively • Targeted writing skills development 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by classroom observations by administrators, interim assessment data, SBAC data, pass/fail rates on progress reports and report cards, school experience survey, reclassification rates</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor</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	779	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
<p>VAAS will build on implementation of interdisciplinary projects, signature projects, and presentations of learning to develop patterns of inquiry and revision and to provide hands-on/minds-on opportunities for students in English Language Arts. This will include:</p> <ul style="list-style-type: none"> • Arts/Sciences-Infused interdisciplinary and/or Signature Projects (meaning: approaching all disciplines through the lens of curiosity and creativity) to engage students through multiple intelligence modalities. • Production of Common Core State Standards-based culminating products, including student writing and student reflection. • Presentations of Learning and “defense” of projects to staff, students, community partners and parents. • Publishable text and oral presentations that accompany projects and develop students’ skills in writing strategies and oral language per the Common Core State Standards for ELA. • Improved analytical writing, inferential reading, research skills, content literacy, oral fluency, and writing conventions. • Incorporation of 21st century technology (iPads, apps, presentation/media software) in new and meaningful ways to invigorate the curriculum, enhance students’ learning experiences, and assess academic progress. • Supplemental Instructional Materials (supplemental novels and other resources) to support interdisciplinary projects, signature projects, presentations of learning, and additional Science Labs to provide students additional “hands-on,” differentiated experiences and to revisit lessons for students needing extra support. Supplemental Science materials include such items as fingerprint powder, DNA gels, skeletons, hot plates, scales, etc. <p>Expenditure - Supplemental Instructional Materials</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by classroom observations by administrators, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students’ Digital Portfolios; Analysis of Senior Signature Project Defense presentations</p> <p>Staff Responsible: Principal, Assistant Principal, Technology Coordinator, Arts/Sciences Liaison, Curriculum Committee</p>
<p>Teachers will:</p> <ul style="list-style-type: none"> • Augment content area classes with technology (including iPads, microscopes, photography equipment (i.e. reflectors and card readers for iPads), and projectors), instructional materials such as supplemental texts, teacher simulation and role playing CDs that increase arts-infusion and discussion techniques that provide subgroup populations with alternative ways to demonstrate learning. • Use writing strategies to develop content knowledge within core content. • Engage in interdisciplinary project-based learning and signature projects to develop content area writing skills. • Differentiate instruction by incorporating various strategies into daily lessons, including (but not limited to): <ul style="list-style-type: none"> - SDAIE - Discussion Techniques - Inquiry protocols - Collaborative Groups - Revisionary practices 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by classroom observations by administrators, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students’ Digital Portfolios; Analysis of Senior Signature Project Defense presentations</p> <p>Staff Responsible: Principal, Assistant Principal, Technology Coordinator, Arts/Sciences Liaison, Curriculum Committee</p>

Budget

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	40269 - SUPPLMTL INSTRL MAT	40269	1,000		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
VAAS will implement the following strategic interventions to support all students' success in ELA: <ul style="list-style-type: none"> • Eight Period class schedule to provide daily opportunities for intervention and enrichment. • After School Intervention will be offered to help improve analytical writing, inferential reading, text-based questioning techniques, and writing strategies. 	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through an analysis of graduation rates, CELDT Scores, SRI Scores, reclassification rates, CAPA Scores, SBAC Scores, Credit Recovery, SSPT referrals, interim assessments, classroom assessments, digital portfolio review Staff Responsible: Principal, Asst. Principal, Categorical Programs Advisor, Intervention/Prevention Coordinator, Intervention Counselor; School Psychologist, School Nurse, Curriculum Committee Chairperson
Categorical Program Advisor and Intervention/Prevention Support Coordinator will <ul style="list-style-type: none"> • Provide direct service through individualized tutoring for at-risk students including English learners, student receiving special education services, and other at-risk students not meeting ELA benchmarks. • Conference with students and/or their parents and teachers to discuss support services for struggling students. 	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through an analysis of graduation rates, CELDT Scores, SRI Scores, reclassification rates, CAPA Scores, SBAC Scores, Credit Recovery, SSPT referrals, interim assessments, classroom assessments, digital portfolio review Staff Responsible: Principal, Asst. Principal, Categorical Programs Advisor, Intervention/Prevention Coordinator, Intervention Counselor, School Psychologist, School Nurse, Curriculum Committee Chairperson

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
VAAS Intervention Team, with clerical support, will offer school-day and evening parent workshops to increase school-home communication regarding: <ul style="list-style-type: none"> * ELA programs * Academic interventions such as after school tutoring and credit recovery * Graduation requirements * College readiness * Concurrent enrollment with community colleges * A-G requirements 	08/14/2017 06/14/2018	Measurement: Effectiveness will be measured through parent workshop participation, parent surveys, parent attendance at student-led conference nights, Science Night, and other presentations of learning Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist

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 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 checked="" 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

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.).

My Data - Smarter Balance Assessments (only 11th grade tested)

	Mathematics			
	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard
2016	54%	30%	12%	4%
2015	51%	31%	15%	3%

	Math - Concepts & Procedures Claim		
	% Below Standard	% At or Near Standard	% Above Standard
2016	66%	27%	7%
2015	56%	38%	5%

	Math - Problem Solving Claim		
	% Below Standard	% At or Near Standard	% Above Standard
2016	38%	56%	6%
2015	32%	56%	8%

	Math - Communicating Reasoning Claim		
	% Below Standard	% At or Near Standard	% Above Standard
2016	33%	60%	7%
2015	29%	65%	5%

2015-2016 School Report Card

• Based on the 2015-2016 School Report Card, 4% of 11th graders exceeded college readiness standards on the Early Assessment Program (EAP) in Math, which is below the LAUSD average of 7% and a 1% decrease from 2014-2015.

2015-2016 School Experience Survey

	Level of State Standards Instruction reported by Students				
	Disagree a lot	Disagree a little	Neither agree/disagree	Agree a little	Agree a lot
In Math, we write sentences to explain how we solve math problems.	8%	9%	23%	31%	29%
In Math, we discuss possible solutions to math problems with other students.	3%	4%	16%	37%	40%
In Math, my teacher shows us how math is used in everyday life.	11%	10%	25%	27%	27%

Based on the School Quality Improvement Index

• VAAS received a 6 out of 10 on the 2015 Index level for Math, needing 3% improvement to move up one level and 8% improvement to move up two levels. At-Risk sub-groups that “meet or exceed” standards in Math are as follows: 14% Hispanics/Latinos, 9% of EL’s, 7% of Students with Disabilities, and 12% of socio-economically disadvantaged.

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

The overall percentage of students not meeting the Mathematics standards as measured by the SBAC increased from 2015 (51%) to 2016 (54%). The Concepts & Procedures Claim represents the largest year-over-year increase in % Below Standard (10%), whereas the Communicating Reasoning Claim represents the smallest year-over-year increase in % Below Standard (4%). Similarly, only 4% of 11th graders are college ready for math as measured by the EAP, below the LAUSD average and a decrease from the previous year. Although more than a third of students (40%) "Agree a lot" that they discuss math solutions with other students, less than a third of students agree "Agree a lot" that they either write sentences to explain their math solutions (29%) or that their math teachers shows how the concept is used in everyday life.

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

NA

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

NA

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.

Math teachers will engage in monthly instructional rounds to deepen their understanding of student learning and instructional practices. School Leadership will provide professional development on scaffolding techniques, intentional grouping strategies, problem based learning, and the application of revisionary processes in math classes. School Leadership will also engage Local District Northwest staff to provide content specific professional development such as writing in mathematics and culturally relevant content. The Intervention Coordinator and Categorical Programs Advisor will work the math department to utilize paraprofessionals more effectively and to pilot a peer tutoring program.

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

By January of 2018, 30% of students on a VAAS created student survey will "Agree a lot" with the statement, "In Math, my teacher shows us how math is used in everyday life."
By June of 2018, 35% of students on a VAAS created student survey will "Agree a lot" with the statement, "In Math, my teacher shows us how math is used in everyday life." (Baseline: 2016 School Experience Survey)

*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>School Leadership/ESBM (with Clerical assistance) will provide ongoing professional development for teachers that will result in increased student achievement and improved teacher practice. Professional development topics for VAAS, which include our PD Tuesdays and supplemental PD to hone in on specific strategies include:</p> <ul style="list-style-type: none"> • Real world applications of math concepts • The 8 CCSS Math Practices • Discussion techniques • Project-Based Learning • Arts/Science Integration • Intentional collaborative grouping strategies • Utilizing multiple forms of data, i.e. student work, interim assessments, SBAC data, to inform instruction • Incorporating daily student writing to demonstrate understanding of Math Practices • Implementation of VAAS's monthly instructional rounds protocol to present and observe best practices • The revisionary processes in Mathematics, refining knowledge and creating "beautiful work," allowing for multiple interpretations and fostering an environment of academic rigor and curiosity 	08/14/2017 06/08/2018	<p>Measurement: Effectiveness will be measured through Administrative classroom observations, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students' Digital Portfolios</p> <p>Staff Responsible: Principal, Assistant Principal, Intervention/Prevention Coordinator, Intervention Counselor, Categorical Programs Advisor</p>
<p>Intervention/Prevention Support Coordinator with guidance from Local District Northwest will train teachers to provide direct support to students with disabilities in order to develop their Math skills, including:</p> <ul style="list-style-type: none"> • Ensuring Free and Appropriate Education (FAPE) in the least restrictive environment. • Monitoring the implementation of Individualized Education Plans for students with disabilities. • Facilitating co-teaching training for general ed. and special ed. teachers to mainstream students with disabilities effectively. • Providing training in and Implementation of modifications and accommodations as identified in IEP, with particular attention on Math-specific goals as written in the IEP. • Training teachers to use teacher assistants effectively when working with students with disabilities. 	08/14/2017 06/08/2018	<p>Measurement: Effectiveness will be measured through Administrative classroom observations, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students' Digital Portfolios</p> <p>Staff Responsible: Principal, Assistant Principal, Intervention/Prevention Coordinator, Intervention Counselor, Categorical Programs Advisor</p>
<p>Categorical Program Advisor with guidance from Local District Northwest will train teachers to provide direct support for at-risk students including LEP, RFEP, and SEL students in order to develop their Math skill to ensure equal access to grade level math concepts, including:</p> <ul style="list-style-type: none"> • Integrated ELD instruction • Using Inquiry protocols • Differentiated instruction to target specific learner needs such as remedial skills instruction and advanced math content • SDAIE strategies (e.g. graphic organizers, learning logs, jigsaw reading activities) • Discussion based protocols (e.g. Think-Pair-Share, Socratic Seminar, Roundtable) 	08/14/2017 06/08/2018	<p>Measurement: Effectiveness will be measured through Administrative classroom observations, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students' Digital Portfolios</p> <p>Staff Responsible: Principal, Assistant Principal, Intervention/Prevention Coordinator, Intervention Counselor, Categorical Programs Advisor</p>

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

Focus Area: Effective Classroom Instruction

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>VAAS will build on implementation of Interdisciplinary Projects, Signature Projects, and Presentations of Learning to develop patterns of inquiry and to provide hands-on/minds-on opportunities for students in Math. This will include:</p> <ul style="list-style-type: none"> • Articulation of real-world applications for math concepts • Arts/Sciences-Infused, interdisciplinary and/or Signature Projects (meaning: approaching all disciplines through the lens of curiosity and creativity) to engage students through multiple intelligence modalities. • Production of Common Core State Standards-based culminating products, including student writing on the math process and student reflection. • Presentations of Learning and “defense” of projects to staff, students, community partners and parents. • Publishable text and oral presentations that accompany projects and develop students’ skills in math per the Common Core State Standards Math Practices. • Improved proficiency in making sense of math problems and persevering in solving them. • Incorporation of 1:1 technology in new and meaningful ways to invigorate the curriculum, enhance the student learning experience, and assess academic progress. <p>Expenditures</p> <ul style="list-style-type: none"> - PD Teacher X Time - Additional time to develop teacher practice beyond banked Tuesday Professional Development activities - 5 hours/semester - Supplemental Instructional Materials to support project-based learning and interdisciplinary learning 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by Administrative classroom observations, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students’ Digital Portfolios; Analysis of Senior Signature Project Defense presentations</p> <p>Staff Responsible: Principal, Assistant Principal, Technology Coordinator, Arts/Sciences Liaison, Curriculum Committee</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	779		100
CE-NCLB T1 Schools (7S046)	40269 - SUPPLMTL INSTRL MAT	40269	1,000	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
School Leadership/ESBM will implement the following strategic interventions to support all students' success in Math: <ul style="list-style-type: none"> • Maintain copiers to duplicate needed intervention materials • Maintain eight period class schedule to provide daily opportunities for intervention and enrichment. • Offer after school Intervention to help improve problem solving, critical reasoning, abstraction, and critical modeling • Pilot in-class math peer tutoring program with high performing math students in introductory math courses, i.e. Algebra 1 • Coordinate Summer Bridge program for in-coming 9th graders 	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through an analysis of the following data: Graduation Rate, CELDT Scores, SRI Scores, Re-designation Rates, CAPA Scores, SBAC Scores, Credit Recovery, SSPT referrals, Interim Assessments, Classroom Assessments, Digital Portfolio Review Staff Responsible: Principal, Asst. Principal, Categorical Programs Advisor, Intervention/Prevention Coordinator, Intervention Counselor
Categorical Program Advisor will: <ul style="list-style-type: none"> • Provide direct service through individualized tutoring for English Learners and other at-risk students not meeting Math benchmarks. • Conference with students and/or their parents & teachers to discuss support services for struggling EL, LTEL, RFEP, and at-risk students. 	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through an analysis of the following data: Graduation Rate, CELDT Scores, SRI Scores, Re-designation Rates, CAPA Scores, SBAC Scores, Credit Recovery, SSPT referrals, Interim Assessments, Classroom Assessments, Digital Portfolio Review Staff Responsible: Principal, Asst. Principal, Categorical Programs Advisor
The Intervention/Prevention Support Coordinator and Intervention Counselor will: <ul style="list-style-type: none"> • Provide direct services through individualized tutoring for students with disabilities and other at risk students not meeting Math benchmarks. • Facilitate the co-teaching model between Special Education and General Education teachers and special education assistants 	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through an analysis of the following data: Graduation Rate, CELDT Scores, SRI Scores, Re-designation Rates, CAPA Scores, SBAC Scores, Credit Recovery, SSPT referrals, Interim Assessments, Classroom Assessments, Digital Portfolio Review Staff Responsible: Principal, Asst. Principal, Intervention/Prevention Coordinator, Intervention Counselor

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
School Leadership/ESBM (with Clerical Support) will identify for the Curriculum Committee: <ul style="list-style-type: none"> • Parent workshops regarding Math programs, support services, interventions, graduation requirements, college readiness, and A-G requirements. • Parent outreach on Schoology and Passport in order to increase school-home communication and parent efficacy with technology 	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through parent participation rate in parent workshop, Parent Surveys, Parent Attendance at Student Led Conference Nights, Science Night, and other Presentations of Learning. Staff Responsible: Principal, Cat. Programs Advisor; Intervention Counselor, Intervention/Prevention, Categorical Programs Coordinator, School Psychologist

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 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

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 My Data Reports

Prior Year CELDT Level	CELDT Gains 2016-2017 %(#) in Proficiency Level	%(#) Meeting Growth Target
Beginning	30.6 % (15)	26.7% (4)
Early Intermediate	22.4 % (11)	54.5% (6)
Intermediate	38.8 % (19)	47.4% (9)
Early Advanced	2.0 % (1)	100.0% (1)
Advanced	6.1 % (3)	66.7% (2)

Three Year Reclassification Rate

2013-2014	11.1%
2014-2015	18.2%
2015-2016	22.4%

Grad Year	A-G "D" or Better Requirement (# of students in RSP or SDC programs, # students in Intellectually Disabled program)				
	# Tier 3: Missing 5+	% Tier 2: Missing 3-4	% Tier 1: Missing 1-2	% On Track	# of Students
2017	11% (1 ID)	0%	11%	78% (4 RSP/SDC)	9
2018	71% (1 ID)	29%	0%	0%	7
2019	31% (3 ID)	13%	6%	50% (3 RSP/SDC)	16
2020	6% (1 ID)	6% (1ID)	17%	72% (8 RSP/SDC)	18

Year (# Tested)	SBAC Achievement Levels (11th grade only)		
	English Language Arts		
	% Not Met Standard	% Nearly Met Standard	% Met/Exceeds Standard
2014-2015 (5)	60%	40%	0%
2015-2016 (9)	78%	22%	0%

Year(# Tested)	Mathematics		
	% Not Met Standard	% Nearly Met Standard	% Met/Exceeds Standard
2014-2015 (5)	100%	0%	0%
2015-2016 (9)	100%	0%	0%

Based on the 2015-2016 School Report Card

- * 66% of ELs graduated in four years (2014-2015)
- * 25% of ELs are on track to pass all A-G with a "C" or better (2014-2015: 15%, 2014-2015 LAUSD Avg. 16%)
- * 41% of ELs are making progress on the CELDT (2014-2015: 68%, 2014-2015 LAUSD Avg. 46%)
- * 80% of ELs have not reclassified in 5 years - LTELS (2014-2015: 78%, 2014-2015 LAUSD Avg. 59%)
- * 22% of ELs have reclassified as Fluent English Proficient RFEP (2014-2015: 18%, 2014-2015 LAUSD Avg. 13%)
- * 22% of ELs scored Early Advanced or Advanced on the CELDT (2014-2015: 37%, 2014-2015 LAUSD Avg. 22%)
- * 65% of ELs passed English Language Arts (ELA) with a "C" or better (2014-2015: 52%, 2014-2015 LAUSD Avg. 54%)
- * 29% of ELs scored at Basic or higher on the Scholastic Reading Inventory (SRI) (LAUSD Avg. 54%)

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

The majority of VAAS's English Learners are Early Intermediate and Intermediate level ELs. The most recent CEDLT data indicates that approximately half of our ELs in these levels met their CEDLT growth targets. The reclassification rate continues to improve in year to year comparisons. No ELs met or exceeded either the ELA or Mathematics SBAC standards. Although 22% of ELs "Nearly Met" the ELA standard in 2015-2016, this represents a significant decrease from the previous year. Both the School Report Card and My Data information indicate that beyond 2017 graduation, significant portions of subsequent classes are not on track to pass A-G with a "C" or better, making them CSU eligible. Although we met the District's goal of 22% reclassification, 80% of ELs have not reclassified in 5 years.

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

NA

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

78% of ELs are on track to graduate with a "D" or better, surpassing the 2016-2017 goal of 78%. Intervention options, monitored by the Intervention Team (Intervention Counselor, Intervention Support Coordinator, Categorical Programs Coordinator), included the eight period day, concurrent enrollment with community colleges and adult school, and Edgenuity. The intervention opportunities allowed students to make up missing classes during the regular school and after school.

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

N/A

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

By June of 2018, 70% of ELs will pass English Language Arts (ELA) with a "C" or better.

*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
<p>School Leadership/ESBM will (with the help of clerical staff) provide teachers opportunities to meet to analyze EL data and plan targeted Common Core State Standards-based ELD instruction (9-12, based on students' proficiency levels) that includes instructional activities that promote listening and speaking skills to increase annual progress of English Learners.</p> <ul style="list-style-type: none"> • Revisionary processes for reading, writing, listening and speaking • Project Based Learning • Arts/Science Integration • Collaborative learning groups and intentional grouping strategies reflective of students' language proficiencies • Increase use of classroom discussion and questioning protocols • Effective use of supplemental instructional materials for EL students • Monitoring student progress within the classroom • Transition from CELDT to ELPAC 	08/14/2017 06/08/2018	<p>Measurement: Effectiveness will be measured through Administrative classroom observations, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students' Digital Portfolios, RI scores, EL progress</p> <p>Staff Responsible: Principal, Assistant Principal, Cat. Prog. Advisor, Intervention Counselor, Intervention Support Coordinator, Arts/Sciences Liaison</p>
<p>Intervention Support Coordinator and Categorical Programs Advisor will train teachers and teacher assistants to provide direct support to students with disabilities in order to improve ELD success, including:</p> <ul style="list-style-type: none"> • Ensuring Free and Appropriate Education (FAPE) in least restrictive environment. • Monitoring implementation of Individualized Education Plans for students with disabilities. • Facilitating co-teaching training for general ed. and special ed. teachers to mainstream students with disabilities effectively. • Providing training in and Implementation of modifications and accommodations as identified in IEP, with particular attention on ELD-specific goals as written in the IEP. • Training teachers to use teacher assistants effectively when working with students with disabilities. 	08/14/2017 06/08/2018	<p>Measurement: Effectiveness will be measured through Administrative classroom observations, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students' Digital Portfolios, RI scores, EL progress</p> <p>Staff Responsible: Principal, Assistant Principal, Cat. Prog. Advisor, Intervention Support Coordinator,</p>
<p>School Leadership/ESBM (with clerical support) will provide ongoing professional development for EL Designee, LTEL Designee, and teacher(s) of L&L/Advanced ELD course(s), targeting lesson planning that includes implications of the California State Standards for ELs and instructional activities that promote development of listening and speaking skills.</p>	08/14/2017 06/08/2018	<p>Measurement: Effectiveness will be measured through Administrative classroom observations, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students' Digital Portfolios, RI scores, EL progress</p> <p>Staff Responsible: Principal, Assistant Principal, Cat. Prog. Advisor</p>

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>VAAS teachers will integrate the arts/science standards into all interdisciplinary curriculum. These concepts include: artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships, and applications. This highly integrated approach has demonstrated success in serving the educational needs of English Learners.</p> <p>In multiple major studies, project-based learning has also been proven to assist English Learners to access prior knowledge. It provides hands-on learning activities designed to achieve content mastery and develop language skills; develops questioning strategies; and, encourages investigation of key vocabulary words. ELD Teachers will also implement daily Integrated ELD. Across the curriculum, teachers who have EL students will also implement daily integrated ELD in their lessons.</p>	08/14/2017 06/08/2018	<p>Measurement: Effectiveness will be measured through Administrative classroom observations, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, Quality and % completion of Interdisciplinary Projects in Fall, Quality and % completion of Signature Projects in Spring, Analysis of Students' Digital Portfolios</p> <p>Responsible Staff: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Support Coordinator, Arts/Sciences Liaison</p>
<p>VAAS teachers will develop daily lesson plans that address real-world, relevant concepts that include at least 50% of class time spent on collaborative student work, allowing practical opportunities for ELs to practice English skills.</p> <p>Expenditure - Supplemental Instructional Materials to develop and strengthen students' English Language Development</p>	08/14/2017 06/08/2018	<p>Measurement: Effectiveness will be measured through Administrative classroom observations, Interim Assessment data, SBAC data, Pass/Fail rates on progress reports and report cards, analysis of student work</p> <p>Responsible Staff: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Support Coordinator</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	40269 - SUPPLMTL INSTRL MAT	40269	1,000		100

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

Academic : English Learner Programs

Strategies

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Categorical Program Advisor will provide direct service through individualized and small group tutoring for English learners during the school-day. Students will be identified by EL assessments, RI scores, ELA grades, and progress reports. Additional After School Intervention will be offered to help struggling EL, LTEL, and RFEP students.	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through Administrative classroom observations, Pass/Fail rates on progress reports and report cards, after school intervention attendance Responsible Staff: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Support Coordinator

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
Categorical Program Advisor will: <ul style="list-style-type: none"> • Provide parent training each semester (2 total) to ensure full understanding of the ELD program and to clarify identification of ELs and necessary steps for student reclassification. • Conduct EL & LTEL parent meetings each semester (2 total) to review student goal sheets and progress toward reclassification. • Meetings will be conducted quarterly after school and during school to meet the needs to parents' work schedules. • Conduct parent meetings to inform parents of the transition from CELDT to ELPAC. Expenditure Supplemental Instructional Materials <ul style="list-style-type: none"> - Raising Lifelong Learners: A Parent's Guide by Lucy Callkins - Make it Stick: The Science of Successful Learning by Peter C. Brown - Engaging the Families of ELLs: Ideas, Resources, and Activities by Renee Rubin - Under the Feet of Jesus by Helena Maria Viramontes - I am Malala by Malala Yousafazi - 7 Habits of Highly Effective Teens by Sean Covey 	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through Parent Participation Rate in EL and LTEL Meetings, Parent Surveys, Parent Attendance at Student Led Conference Nights, Science Night, and other Presentations of Learning. Staff Responsible: Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Support Coordinator
VAAS will provide a translation system to ensure fair and equitable access for non-English speaking parents to parent workshops and activities.	08/01/2017 09/30/2017	Measurement: Effectiveness will be measured through Parent Participation Rate in EL and LTEL Meetings, Parent Surveys, Parent Attendance at Student Led Conference Nights, Science Night, and other Presentations of Learning. Staff Responsible: Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Support Coordinator

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

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

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

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

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

Based on the 2015-2016 School Report Card

- 94% of the parents feel welcome to participate at the school (2014-2015: 79%)
- 80% of the parents feel they are a partner with the school in decisions made about their child's education (2014-2015: 58%)
- 86% of the parents feel the parent center provides useful resources to support their child's education (2014-2015: 48%).
- 55% of the parents feel teachers let them know about their child's progress (2014-2015: 42%).
- 86% of the parents feel encouraged to participate in organized parent groups.
- 70% of the students feel teachers go out of their way to help them (2014-2015: 65%).
- 74% of the students feel teachers treat students fairly (2014-2015: 68%).
- 78% of the students feel adults at the school treat all students with respect (2014-2015: 75%).
- 97% of the staff feel the parents are partners with the school in decisions made about their child's education (2014-2015: 96%).
- 97% of the staff feel the school is a supportive and inviting place for students to learn (2014-2015: 100%).
- 95% of the staff feel decisions are made based on students' needs and interests (2014-2015: 96%).
- 92% of the staff feel they get the help needed to communicate with parents (2014-2015: 90%).
- The school offered at least 4 workshops on academic initiatives to parents.

2015-2016 School Experience Survey

Survey Question	Self Management - Students				
	Almost Never	Once in a while	Sometimes	Often	Almost all of the time
I paid attention, even when there were distractions.	1%	4%	24%	45%	26%
I worked independently, with focus.	1%	3%	18%	39%	39%
I was polite to adults and peers.	1%	1%	3%	18%	77%

Survey Question	Positive School Climate - Students				
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
I am happy at this school.	2%	4%	19%	32%	42%
I feel like I am a part of this school.	3%	5%	24%	36%	31%
I feel close to people at this school.	3%	7%	25%	35%	31%

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

A little more than half of parents (55%) feel teachers let them know about their child's progress. Although VAAS provides parent access via Jupiter grades, parents would like more personalized contact with teachers. The School Experience Survey demonstrates the need for further developing self-management skills with students, particularly with technology. Significant portions of students either disagree or are neutral towards feeling happy at VAAS (25%), feeling like a part of the school (32%), and feeling close to people at the school (35%).

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.

We expect to meet our goals based on 2014-2016 trends on the School Report Card. For example, the percent of parents who feel they are partners increased from 58% in 2014-2015 to 80% in 2015-2016. We also expect to meet our goals for IGP meetings. Counselors held mandatory grade level IGP meetings for parents and students in the fall semester. In the spring semester, counselors are visiting each grade level Advisory class to meet individually with students regarding their IGP.

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

N/A

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

By June 2018, the percentage of students agreeing/strongly agreeing on a VAAS survey as to whether they are happy at school, feel like a part of the school, and feel close to people at the school will increase by 5% for each survey question. (Baseline: 2016 School Experience Survey)

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

Focus Area: Student, Staff, Parent Engagement

Cultural and Climate : Student, Staff..

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Categorical Programs Advisor and Intervention Counselor (with Clerical Support) will provide ongoing academic support to students and parents during workshops focusing on Individual Graduation Plans (IGP), A-G requirements, graduation, college preparedness, college application process, financial aid, and college visitations. Additionally, they will provide ongoing college prep activities that support students' and parents' understanding and engagement with VAAS expectations, culture, and climate. Intervention team (Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, and School Psychologist) will work together to create and present these workshops.</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through parent participation rate in workshops, parent surveys, pass/fail rates, graduation rates, college application rates</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist</p>
<p>To build parent capacity and engagement, families will participate in Student Led Conference Night each semester that will showcase the students' best learning highlighted in their digital portfolios of their project-based learning assignments, signature projects, performances, publications, exhibitions, etc.</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through parent surveys, parent attendance at student led conference nights, student-led conference nights, and other presentations of learning.</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator</p>
<p>Science Night (Fall Semester) will provide opportunities for students to showcase their learning to parents and community members through hands on activities. This will provide an opportunity for parents to engage in student learning to support academic achievement. AP and Electives Course Preview night will inform students and families of the academic and elective options available to students.</p>	<p>08/14/2017 12/01/2017</p>	<p>Measurement: Effectiveness will be measured through parent surveys and event attendance</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, Arts/Sciences Liaison</p>
<p>VAAS Intervention Team, with clerical support, will offer school-day and evening parent workshops to increase school-home communication regarding:</p> <ul style="list-style-type: none"> * ELA programs * Academic interventions such as after school tutoring and credit recovery * Graduation requirements * College readiness * Concurrent enrollment with community colleges * A-G requirements <p>Expenditure</p> <ul style="list-style-type: none"> - Supplemental Instructional Material (parents) 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through parent workshop participation, parent surveys, parent attendance at student-led conference nights, Science Night, and other presentations of learning</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To build additional parent capacity, School Leadership/ESBM (with Clerical Support) will provide teachers ongoing professional development on updates to and usage of:</p> <ul style="list-style-type: none"> • Schoology/Passport • Advisory personalization • Presentations of Learning • Interdisciplinary presentations • The School-Parent Compact and Title I Parent Involvement Policy • Training on anti-bullying/tolerance and LGBTQ tolerance • Culturally relevant, real-world activities • Effective school-home communication practices 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through parent surveys, parent participation rates in IEPs, parent attendance at science nights, Presentations of Learning, and parent workshops</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Arts/Science Community Liaison, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist</p>
<p>School Leadership/ESBM (with Clerical Support) will plan parent workshops during the school-day and during evening sessions on the following topics:</p> <ul style="list-style-type: none"> • A-G Graduation Requirements • College and Financial Aid Workshops • School/Student Data Review and Relevance • Schoology/Passport; using Technology to Access Academic Resources • The School-Parent Compact and Title I Parent Involvement Policy • ESBM and other Advisory Council decisions <p>Expenditure - Purchase of supplemental materials to support content of parent workshops</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through parent surveys, parent attendance at workshops, Science Night, and Presentations of Learning,</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Arts/Science Community Liaison, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist</p>
<p>To engage students and enhance school culture, the Leadership Team/ESBM will provide opportunities for extra-curricular activities, including: clubs, dances, performances, festivals, cultural exchanges, STEAMfest and various athletic programs to help students connect socially in meaningful situations. Our school will take pride in the talents of our students by creating galleries and murals that feature student work in order to create as many connections as possible and make sure that students feel revered in a "success for all" culture.</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through analyzing the number of students involved in Club Rush, Extracurricular activities, and Athletics, as well as through the number of events scheduled.</p> <p>Staff Responsible: Principal, Arts/Science Community Assistant Principal, Categorical Programs Advisor, Arts/Science Community Liaison, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist</p>
<p>School Leadership (with Clerical Support) with clerical support will improve parent engagement in school decision making and advocacy through increased parent participation in ESBM, SSC, and ELAC. Intervention/Prevention Coordinator and Categorical Programs Advisor will establish protocols for parent outreach and ensure parents know various staff responsibilities, i.e. Advisory teacher vs. academic counselor.</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by anecdotal records, observations, student, parent and teacher surveys, parent participation in school-based councils</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Arts/Science Community Liaison, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist, Arts/Science Community Liaison</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Intervention/Prevention Coordinator, Intervention Counselor, and Categorical Programs Advisor will coordinate parents' participation in the Senior Signature Project Review process in order to deepen parents' understanding of performance-based assessments, collaborative learning, and Signature Projects protocols.</p>	<p>01/08/2018 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through parent participation and exit interviews.</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator</p>
<p>To build understanding and appreciation of students' unique qualities, School Leadership/ESBM will proactively address bullying with school-based activities such as:</p> <ul style="list-style-type: none"> • Advisory talks • CommUNITY Day Activities • Annual Great Kindness Challenge • Community partnerships (e.g Teenline, Child & Family Guidance, CSUN) • Career & Resource Fair <p>Expenditure - Purchase of supplemental materials to support content school-based activities</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured by anecdotal records, observations, student, parent and teacher surveys, reported bullying incidents,</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist, Arts/Science Community Liaison</p>
<p>VAAS Intervention Team, with clerical support, will offer school-day and evening parent workshops to increase school-home communication regarding:</p> <ul style="list-style-type: none"> * Academic programs (Math, ELA, Sciences, Social Studies, Arts) * Academic interventions such as after school tutoring and credit recovery * Graduation requirements * College readiness * Concurrent enrollment with community colleges * A-G requirements • Parent outreach on Schoology and Passport in order to increase school-home communication and parent efficacy with technology • Provide parent training each semester (2 total) to ensure full understanding of the ELD program and to clarify identification of ELs and necessary steps for student reclassification. • Conduct EL & LTEL parent meetings each semester (2 total) to review student goal sheets, progress toward reclassification, and to inform parents of the transition from CELDT to ELPAC. Meetings will be conducted quarterly after school and during school to meet the needs to parents' work schedules. • College and Financial Aid Workshops • School/Student Data Review and Relevance • The School-Parent Compact and Title I Parent Involvement Policy • ESBM and other Advisory Council decisions <p>Expenditure - Supplemental Instructional Material (parents) - Raising Lifelong Learners: A Parent's Guide by Lucy Callkins - Make it Stick: The Science of Successful Learning by Peter C. Brown - Engaging the Families of ELLs: Ideas, Resources, and Activities by Renee Rubin - - Under the Feet of Jesus by Helena Maria Viramontes - - I am Malala by Malala Yousafazi - 7 Habits of Highly Effective Teens by Sean Covey</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through parent workshop participation, parent surveys, parent attendance at student-led conference nights, Science Night, and other presentations of learning</p> <p>Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Coordinator, School Psychologist</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
VAAS will provide a translation system to ensure fair and equitable access for non-English speaking parents to parent workshops and activities.	08/14/2017 09/30/2017	Measurement: Effectiveness will be measured through Parent Participation Rate in EL and LTEL Meetings, Parent Surveys, Parent Attendance at Student Led Conference Nights, Science Night, and other Presentations of Learning. Staff Responsible: Principal, Categorical Programs Advisor, Intervention Counselor, Intervention/Prevention Support Coordinator
To help the transition for incoming freshmen we will provide: <ul style="list-style-type: none"> • New Student Night for parents and students (Fall 2017) • Orientation prior to the start of the school year for parents and students, allowing students to receive their iPads, textbooks, schedules and complete meal applications. They will meet counselors and other staff to assist them in their transition to high school. (August 2017) • Summer Bridge program to introduce students to VAAS school culture (Summer 2017) • Individual Graduation Plan (IGP) nights (Fall 2017) • Freshman course: Minority Literature • Spring Check-In Night (with academic counselors, Intervention Counselor, Intervention/Prevention Support Coordinator, Categorical Programs Advisor) (Spring 2017) 	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through parent surveys, parent participation rates in IEPs, parent attendance at science nights, Presentations of Learning, and parent workshops Staff Responsible: Principal, Assistant Principal, Categorical Programs Advisor, Arts/Science Community Liaison, Intervention Counselor, Intervention/Prevention Support Coordinator, School Psychologist

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
School Leadership/ESBM (with Clerical Support) will provide professional development and parent training to ensure that all stakeholders accept responsibility for providing effective two-way communication: <ul style="list-style-type: none"> • Clerical staff will assist in communicating with parents (through updated marquee information, weekly Blackboard Connect phone calls with announcements, updated website information) to extend invitations to school events, explain parent workshops, translate, and/or answer parent questions outside regular work hours. 	08/14/2017 06/08/2018	Measurement: Effectiveness of school communication will be assessed through stakeholder surveys and through an analysis of complaints received by the school. Staff Responsible: Principal, Assistant Principal, Intervention Support Coordinator, Categorical Programs Advisor, Intervention Counselor

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

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

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

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

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

MyData

	Cumulative Month-to-Month Attendance Rate		
	Previous Year (15-16)	Current Year (16-17)	% Point Change
August	98.7%	98.4%	-0.3%
September	97.5%	97.1%	-0.4%
October	97.0%	96.9%	-0.1%
November	96.8%	96.6%	-0.2%
December	96.5%	96.2%	-0.3%
January	96.4%	96.1%	-0.4%
February	94.9%		
March	95.3%		
April	96.2%		
May	95.9%		
June	87.3%		

Cumulative Monthly Attendance

2016 - 2017 (Jan)	96.1%
2015-2016	95.7%
2014-2015	96.3%

2015-2016 School Report Card

	Attendance Rate			LAUSD Average (2015-2016)
	2013-2014	2014-2015	2015-2016	
Staff with 96% or higher attendance	61%	66%	68%	74%
Students with 96% or higher attendance	69%	74%	71%	70%
Students with chronic absence	11%	9%	13%	16%

*96% attendance is equal to 7 days absent and chronic absence is equal to 16 days absent

- 92% of the students feel the school makes it clear how students are expected to act.
- 98% of the parent feel the school clearly informs students what would happen if they break the rules.
- 90% of the staff feel the school effectively handles student discipline and behavioral problems.

	School Safety		
	Students	Parents	Staff
School grounds are safe.	90%	97%	99%
Adults at this school respond to bullying.	86%	92%	96%

2015-2016 School Experience Survey

- 97% of the parents agree/strongly agree - My child is safe on school grounds. (LAUSD 92%)
- 96% of the parents agree/strongly agree - At this school, discipline is fair. (LAUSD 91%)
- 25% of the parents agree/strongly agree - My child told me that he or she has been bullied at school this year. (LAUSD 35%)
- 90% of the students agree/strongly agree - I feel safe in my school. (LAUSD 63%)

- 89% of the students agree/strongly agree - The school rules are fair. (LAUSD 61%)
- 93% of the students report 0-1 incident of bullying. (LAUSD 88%)

When teachers were asked, "To what extent is teaching students social and emotional skills happening in your school?" 8% responded "Not really taught," 35% responded "Taught by some teachers," 31% responded "Taught school wide," and 27% responded "Not sure."

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

Although My Data's cumulative monthly and cumulative month-to-month attendance rates suggest proficient attendance (96% or higher) for most students, the attendance rates reported on the School Report Card suggest variation from year to year in terms of students with 96% or higher attendance. Similarly, our rate of students with chronic absences has varied a few percent each year, with no significant decrease. One of the myriad of causes of chronic absenteeism, safety concerns does not appear to be a major factor at VAAS with 90% of the students reporting that he/she feels safe on campus and 93% of the students reporting one or no incidents of bullying. However, 25% of parents report that their child has been bullied at school during the year.

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

NA

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

NA

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.

In order to meet our goal, we will implement monthly attendance review boards (ARB) for students who are experiencing difficulty in attending school regularly and who are nearing the threshold for chronic absenteeism. The purpose of the ARB is to act as a safety net for students and to coordinate services, as needed, to ensure improved attendance. In addition to the student and his/her parent(s), representatives from administration, counseling, intervention, and/or classroom teachers will meet with families to address the underlying issues for excessive absences and to propose intervention strategies to assist the student in meeting attendance goals.

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

By June of 2018, the percent of students with 96% or higher attendance will increase 4% to 75%.

*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
Faculty will participate in Professional Development on: <ul style="list-style-type: none"> • Appropriate marking procedures • The impact of personalization on student attendance • Progressive discipline • Intervention opportunities for chronically absent students • Causes of chronic absenteeism • Attendance Review Board protocols 	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through an evaluation of data including attendance rates, attendance not submitted rates, and through attendance review board appointment data. Staff Responsible: Principal, Assistant Principal, Clerical Staff, Intervention/Prevention Coordinator, Intervention Counselor, School Psychologist, School Nurse

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

Focus Area: Social / Emotional Interventions

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Student Success Progress Team (SSPT) is a student-centered intervention team focusing on supports and services that help students reach specific goals and outcomes. Decisions are made by a team led by the School Psychologist, who oversees the SSPT process, with input from the Intervention/Prevention Coordinator, School Nurse, Intervention Counselor, Categorical Programs Advisor, counselors, and administrators. The SSPT team meets monthly to identify at-risk students, to discuss and design support systems for the academic and emotional needs of students who are struggling, and to connect students and families with support services at school and in the community.	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through a review of responses to ARB, SSPT protocol, and students' attendance rates. Staff responsible: Principal, Assistant Principal, Intervention/Prevention Support Coordinator, Intervention Counselor, School Psychologist, School Nurse, Categorical Programs Advisor, PSA Counselor
The Attendance Review Board is an intervention team approach to identify and understand the underlying causes of excessive student absenteeism. The team consists of administrators, Intervention/Prevention Coordinator, Intervention Counselor, academic counselors, School Psychologist, School Nurse, and classroom teachers, when possible. After the student is referred to the ARB by a staff member, the student and his/her parent(s) meets with the ARB to discuss interventions and strategies to improve attendance.	08/14/2017 06/08/2018	Measurement: Effectiveness will be measured through a review of responses to ARB, SSPT protocol, and individual students' attendance rates. Staff responsible: Principal, Assistant Principal, Intervention/Prevention Support Coordinator, Intervention Counselor, School Psychologist, School Nurse, Categorical Programs Advisor, PSA Counselor

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Intervention Team (Assistant Principal, Intervention Support Coordinator, Intervention Counselor, Categorical Programs Advisor, School Psychologist, School Nurse, PSA Counselor) will collaborate to identify and address underlying attendance and intervention issues.</p> <p>The Intervention/Prevention Coordinator will identify incoming 9th graders based on records for early intervention and to monitor students' successful transition to the high school setting. Intervention will include monthly student conferences, monitoring of students grades (every grading period), and teacher and parent contacts (as needed).</p>	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through a review of responses to ARB, SSPT protocol, and students' attendance rates.</p> <p>Staff responsible: Principal, Assistant Principal, Intervention/Prevention Support Coordinator, Intervention Counselor, School Psychologist, School Nurse, Categorical Programs Advisor, PSA Counselor</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools (7S046)	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days)	13222	48,451		100
CE-NCLB T1 Schools (7S046)	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 0.5 Day)	13222	8,417		100
CE-NCLB T1 Schools (7S046)	12106 - ITIN NURSE (6 Hrs / 4 Days)	12106	93,039	0.00	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>The Intervention Team will provide in-school and evening workshops for parents and community members focusing on promoting and supporting parenting skills through parent education and engagement activities offered at the school. Some topics will include:</p> <ul style="list-style-type: none"> • SSPT process • School Success Strategies • Effective Communication • Bridging Home to School • The Importance of Regular School Attendance • Special Education Transition 	<p>08/14/2017 06/08/2018</p>	<p>Measurement: Effectiveness will be measured through referred student's self evaluations and pre-post workshop evaluations.</p> <p>Staff responsible: Intervention Support Coordinator, Intervention Counselor, School Psychologist, School Nurse, Categorical Programs Advisor, Assistant Principal</p>

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

VAAS provides on campus access to concurrent enrollment at North Valley Occupational Center (NVOC) iLab, Pierce College and Valley College. Concurrent enrollment courses are available at CSUN. and Advanced Placement classes. Students learn about opportunities for postsecondary education and the workforce during College Awareness Night, College and Career Fair, AP & Elective Courses Night, and A-G graduation requirements meeting with counselors.

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.).

VAAS discipline policy promotes redemption and relationship building. VAAS does not support the use of punitive reactions (i.e. detentions, locking students out of the room or sending students to the office as a disciplinary tool). Excessive tardiness should be recorded on the progress reports and report cards and not amplified by an act that forces the student to miss more class time. The tardy problem is better addressed by providing engaging activities in the classroom. Teachers in need of additional disciplinary support are first encouraged to call parents and then reach out to VAAS administrators to develop creative, positive, and preventive strategies to manage our ever evolving classroom dynamics.

- TIER 1: This level of response will be defined as a “cooling off” period for both student and teacher. Students will be asked to stay with a neighboring teacher or with his/her Advisory teacher for a 15-20 minute period. The classroom teacher will notify the student’s Advisory teacher by email to inform him/her of the concerning behavior. The teacher and student will discuss resolutions to the situation and possible redemptive options upon the student’s return to class.
- TIER 2: If the behavior has not been resolved through the Tier 1 intervention, the teacher will email the Assistant Principal, Counselor, and Advisory teacher. The Assistant Principal will schedule a meeting with the appropriate members of the intervention team (Student, Student Advocate, Teacher, Intervention Coordinator, Counselor) as quickly as possible (within 2 days) to discuss the continuing behavior and to resolve the situation. The Assistant Principal will call the student’s parents/guardians. Opportunities for redemption will be discussed and scheduled.
- TIER 3: If the behavior has still not been resolved through the Tier 2 interventions, the Assistant Principal will schedule a mandatory parent meeting to include the student, the parents, and the counselor. Redemptive options and possibly in-house suspension will be considered.
- TIER 4: As a final step in this process, suspension, opportunity transfer, or expulsion will be considered if the student behavior has not been resolved.

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.

VAAS's Schoolwide Program Plan was developed with involvement of several advisory and governing bodies: English Learner Advisory Council, ESBM, School Site Council. In addition to administrative discussions with the Instructional Leadership Team (ILT), individual departments engaged in conversations on data analysis, student work, and effective instructional practices. A comprehensive needs assessment survey was shared with PTSA and via the VAAS website seeking input from stakeholders. ADD MORE? SURVEYS?

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:

NA

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
VALLEY ACAD ARTS/SCI (1889801)	NW	HANOCK, KELLY J

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,102	65.00	5.00	0.09	10183 \$ 157,162 10397 \$ 0 10400 \$ 549,079 10405 \$ 5,819 Total \$ 712,060

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 	387,324	Low-income, RFEP, EL, 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%

Assistant Principal (10183: \$148,997)

The Assistant Principal will work with the Intervention Team to promote the following services connected to promoting student graduation:

- Ongoing data analysis to monitor targeted student groups' progress towards meeting A-G requirements
- Collaboration with Intervention/Prevention Coordinator to ensure that all intervention programs (Edgenuity, iLab, tutoring, etc.) are targeted towards meeting the needs of targeted students at risk of not meeting A-G requirements
- Participate in monthly SSPT meetings to ensure that students with academic alerts are identified and serviced in a timely fashion
- Communicate regularly with Targeted Students' parents
- Communicate regularly with Targeted Students' teachers

Intervention Counselor (10-400: \$116,303)

The Intervention Counselor will provide the following services to promote student graduation:

- Support students in targeted groups to ensure they remain on track to graduate
- Schedule and hold student IGPs
- Provide intervention as necessary to build the resiliency of students in targeted groups
- Enroll students in credit recovery programs as needed
- Participate in monthly SSPT meeting to ensure that students with academic alerts are supported in a timely fashion
- Communicate regularly with Targeted Students' parents
- Communicate regularly with Targeted Students' teachers

Secondary Teacher - Arts (10400: \$112,271)

The Secondary Teacher in Music will provide the following services to promote student graduation:

- Increase opportunities for students to meet the "F" Requirement in the A-G requirements
- Increasing the percentage of high school student on track for A-G by providing opportunities during the school day for credit recovery for student who need the arts graduation requirement

Maintenance of Equipment (10183: \$3753)

Maintenance of Equipment (Duplo machines) will increase student access to consumable, standards-based teacher-created materials.

Other Non-Instructional Contracts (10183: \$6000)

Other Non-instructional Contracts (copier machines) will be utilized to produce copies that support graduation related activities such as IGP nights, College Awareness, and the College and Career Resource Fair.

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs making annual progress on CELDT - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Assistant Principal The Assistant Principal will provide the following services connected to Proficiency for All:</p> <ul style="list-style-type: none"> - Conduct classroom observations to monitor instruction for targeted student groups - Provide professional development for faculty on how to differentiate instruction and integrate ELD so that targeted student groups have access to core curriculum - Model arts and science infused lessons through the disciplines to promote a more effective instructional program aligned with both CCSS and the Public School Choice Plan - Assist faculty in facilitating interdisciplinary projects, signature projects, and student digital portfolios to enhance student learning throughout the disciplines - Communicate regularly with Targeted Students' parents <p>Maintenance of Equipment Maintenance of Equipment (Duplo machines) will address Proficiency for All by enabling teachers to create differentiated materials to meet the needs of ELs as well as the diverse learners present in Math and Language Arts classes.</p> <p>Other Non-Instructional Contracts Other Non-instructional Contracts (copier machines) will be utilized to produce copies that inform stakeholders regarding SBAC related data including proficiency rates, strategies for success, and instruction. Additionally, copier machines will be used to foster effective classroom practices for ELs and targeted students through project based learning and interdisciplinary projects.</p>	<p>0</p>	<p>Low-income, RFEP, EL, Foster Youth</p>	<ul style="list-style-type: none"> • EL reclassification rate: 22% • Percentage of ELs making annual progress on CELDT: 57% • Percentage of long-term English learners: 17%

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - 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>Intervention Counselor The Intervention Counselor will provide the following services to support 100% attendance: - Monitor targeted student groups attendance rates - Analyze attendance rates/patterns for targeted student groups and share this data with the SSPT to ensure that students are connected with services as appropriate - Work with the School Psychologist to counsel students on the importance of regular attendance and strategies they can use to improve their attendance - Provide counseling support to targeted student groups to help them manage external factors that may affect their attendance in school - Communicate with parents, as needed, regarding student attendance</p> <p>Secondary Teacher - Arts The Secondary Teacher in Music will provide the following services to promote 100% Attendance: - Plan and deliver engaging music lessons to motivate students to attend school regularly - Collaborate with interdisciplinary teams to enhance arts and sciences integration</p> <p>Other Non-Instructional Contracts Other Non-instructional Contracts (copier machines) will be utilized to communicate with Targeted Students and Targeted Students' parents regarding attendance.</p>	<p>0</p>	<p>Low-income, RFEP, EL, 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</p> <p><i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i></p> <ul style="list-style-type: none"> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Assistant Principal</p> <p>The Assistant Principal will provide the following services to promote Parent, Community, and Student Engagement:</p> <ul style="list-style-type: none"> - Collaborate with the Categorical Programs Advisor to ensure an array of effective parent trainings/workshops are offered throughout the year - Update and maintain the VAAS Parent Website to facilitate communication between school, home, and community - Communicate with parents and community members regularly and through a variety of means to ensure their participation in the school and the School Experience Survey - Facilitate parental inclusion in all relevant committees/councils (School Site Council, Council of Councils, etc.) 	<p>0</p>	<p>Low-income, RFEP, EL, Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%
<p>Description of Services that address: School Safety</p> <p><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"> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy 	<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>Intervention Counselor</p> <p>The Intervention Counselor will provide the following services to support school safety:</p> <ul style="list-style-type: none"> - Provide counseling support to targeted student groups to help them manage external factors that may contribute to at-risk behaviors - Analyze at-risk behavior patterns for targeted student groups and share this data with the SSPT to ensure that students are connected with services as appropriate - Communicate with parents, as needed, regarding at-risk behaviors 	<p>0</p>	<p>Low-income, RFEP, EL, 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
10375 10375 - PROF DEV TCHR X-TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 4,557	0.00 0	0.00 0	0.00 0	0.00 4,557
10376 10376 - TUTOR TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00 14,957	0.00 0	0.00 0	0.00 0	0.00 14,957
10377 10377 - TCHR RELEASE DAY/HRS	<input type="checkbox"/>	110001	0.00 3,273	0.00 0	0.00 0	0.00 0	0.00 3,273
11681 11681 - CRD DIF CAT PRG ADV	<input checked="" type="checkbox"/>	190004	0.00 1,516	0.00 0	0.00 0	0.00 0	0.00 1,516
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
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00 1,516	0.00 0	0.00 0	0.00 0	0.00 1,516
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
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 0.5 Day)	<input type="checkbox"/>	120021	0.00 56,868	0.00 0	0.00 0	0.00 0	0.00 56,868
14496 14496 - INTRVN/PREV SUP COOR (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
21468 21468 - CLERICAL X-TIME	<input checked="" type="checkbox"/>	240004	0.00 5,000	0.00 0	0.00 0	0.00 0	0.00 5,000
40124 40124 - NON-CAP EQUIP CLSRM	<input type="checkbox"/>	440001	0.00 1,340	0.00 0	0.00 0	0.00 0	0.00 1,340
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	430010	0.00 10,306	0.00 0	0.00 7,533	0.00 0	0.00 17,839
50174 50174 - CURRICULAR TRIPS	<input type="checkbox"/>	580012	0.00 3,700	0.00 0	0.00 0	0.00 0	0.00 3,700

VALLEY ACAD ARTS/SCI (1889801)

40239	<input type="checkbox"/>	430098	0.00	4,331	0.00	0	0.00	77	0.00	0	0.00	4,408
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>	430009	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
Total			2.00	433,009	0.00	0	0.00	7,610	0.00	0	2.00	440,619

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**