

Los Angeles Unified School District  
*Single Plan for Student Achievement*

2017-2018

Implementation

GRANT SH (1868301)



**Superintendent**  
**Michelle King**

**Board Members**

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### SCHOOL IDENTIFICATION

School Name: GRANT SH (1868301)

Local District: NE

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

**For additional information on our school programs contact the following:**

Principal: DAMONTE, PAMELA V

E-mail address: pdamonte@lausd.net

SPSA Designee: ORTIZ AHUMADA, MARIA Position: ADVSR, CTEGORCL PGM

E-mail address: mortiz3@lausd.net

School Address: 13000 OXNARD ST, VAN NUYS, CA 91401

School Telephone Number: 8187562700

**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.

SANDRA GEPHART



06/21/2017

Typed name of Local District Director

E-Signature of Local District Director

Date

*Please sign here*

**Please print this page and sign.**

## SPSA Review Tracker

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

<b>Local District Director</b>	SANDRA GEPHART <i>Typed Name</i>	<input type="radio"/>	<b>Revision Required</b>	<input checked="" type="radio"/>	<b>Approved</b>	06/21/2017 <i>Signed Date</i>
<b>Local District EL Compliance Coordinator</b>	SANDRA ESCARTIN <i>Typed Name</i>	<input type="radio"/>	<b>Revision Required</b>	<input checked="" type="radio"/>	<b>Meets Federal Requirements</b>	06/20/2017 <i>Signed Date</i>
<b>Local District PACE Administrator</b>	ANTONIO REVELES <i>Typed Name</i>	<input type="radio"/>	<b>Revision Required</b>	<input checked="" type="radio"/>	<b>Meets Federal Requirements</b>	06/21/2017 <i>Signed Date</i>
<b>Local District Title I Coordinator</b>	SUE FLORINDEZ <i>Typed Name</i>	<input type="radio"/>	<b>Revision Required</b>	<input checked="" type="radio"/>	<b>Meets Federal Requirements</b>	06/23/2017 <i>Signed Date</i>
<b>Federal and State Education Programs</b>	SUE FLORINDEZ <i>Typed Name</i>	<input type="radio"/>	<b>Revision Required</b>	<input checked="" type="radio"/>	<b>Approved</b>	06/23/2017 <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)	01/26/2017	Gloria Escobar	<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:**

03/30/2017

*School plan approval appears in SSC Minutes.*

Date

**Attested:**

Miguel Gonzalez

\_\_\_\_\_  
Typed name of SSC chairperson



\_\_\_\_\_  
E-Signature of SSC chairperson

03/30/2017

\_\_\_\_\_  
Date

*Please sign here*

DAMONTE, PAMELA V

\_\_\_\_\_  
Typed name of school principal



\_\_\_\_\_  
E-Signature of School principal

04/21/2017

\_\_\_\_\_  
Date

*Please sign here*

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## 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"/> <b>Title I: Schoolwide Program (7S046)</b>	<b>Amount:</b>	\$ <u>838,706</u>
Purpose: To upgrade the entire educational program of the school.		
<input type="checkbox"/> <b>Title I: Targeted Assistance Program (70S46)</b>	<b>Amount:</b>	\$ <u>0</u>
Purpose: To help educationally disadvantaged students achieve grade-level proficiency.		
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b>	<b>Amount:</b>	\$ <u>14,740</u>
Purpose: To promote family literacy, parenting skills, and parent involvement activities.		
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b>	<b>Amount:</b>	\$ <u>0</u>
Purpose: 7T197		
<b>Total amount of categorical funds allocated to this school:</b>		<b>\$ <u>853,446</u></b>

## 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.)

Grant High School is an educational and community partnership committed to a rigorous standards-based curriculum and the empowerment of all students to become productive members of a diverse society. Our vision is to foster interdisciplinary academic and personal excellence in a safe supportive environment.

### 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?)

The Goal for every student at Grant High School is to attain academic and personal success through a relevant and rigorous college preparatory curriculum supported by a positive learning environment.

### 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/>

Grant High School is a beautiful comprehensive high school located in Valley Glen, the south east portion of the San Fernando Valley. The San Fernando Valley has a population of 1.8 million people, Valley Glen comprises of 3.8 square miles with approximately 50,000 inhabitants. The median family income is \$45,000 per year. Home values are within the \$700,000 range. Approximately 60% of residents are renters. Over 60% of residents in Valley Glen don't have a college education.

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

Grant is a residential school. Grant has a Communications and Technology Magnet housing approximately 376 students of the current 1,858 total enrollment. The School for Advances Studies (SAS) offers 200 of our students specialized courses including Advanced Placement (AP). Currently the school is divided into three Small Learning Communities (SLCs) the Freshman Academy, the Sophomore Academy, and the Upper Grades Academy which consists of the 11th and 12th grade students.

3. Indicate student enrollment figures:

There are 1,858 students enrolled.

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

Approximately 81% of our students are low-income as indicated by our Title I Ranking.

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

Student ethnic make –up: 58% (1,087) are Latino, 35% (644) are white, 3% (54) are black, 2% (34) are Asian, 2% (34) are Filipino, and less than 1% (5) are other.

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:

Grant High School will provide information to parents in a language they can understand by providing written and oral communications in Armenian, English, and Spanish (three major language subgroups).

## 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 type="checkbox"/>            | Extended School-Based Management Model (ESBMM)                                         |
| <input type="checkbox"/>            | Local Initiative School (LIS)                                                          |
| <input type="checkbox"/>            | Pilot School                                                                           |
| <input type="checkbox"/>            | Public School Choice (PSC)                                                             |
| <input type="checkbox"/>            | Partnership for Los Angeles Schools (PLAS)                                             |
| <input type="checkbox"/>            | L.A.'s Promise                                                                         |
| <input type="checkbox"/>            | Reed                                                                                   |
| <input type="checkbox"/>            | Professional Learning Community (PLC)                                                  |
| <input checked="" type="checkbox"/> | Small Learning Community (SLC)                                                         |

**Other important characteristics of the school:**

In addition to students whose home language is Spanish (48%, according to the CDE Language Distribution Data for the 2015-16 schoolyear), there is a significant group of students whose home language is Armenian (21.7%, according to the CDE Language Distribution Data for the 2015-16 schoolyear) of parents new to the U.S.

## IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

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

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

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

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

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

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

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

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

## LAUSD School Review Process Recommendations

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

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

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

1. GHS will continue to refine the process of critically analyzing data to narrow school-wide priorities regarding effective instructional practices.
2. GHS will refine the system to monitor the implementation and effectiveness of current instructional practices and targeted interventions that support academic success.
3. GHS will continue to refine processes to promote more parental involvement on campus.

Mid-Cycle Visit - March 9, 2016

Recommendations:

- Refine the process of analyzing data to include a structured data analysis protocol in order to monitor progress of all significant subgroups.
- Continue to develop processes to capture data and monitor progress of parental involvement on campus.
- Continue to use data from interim assessments and other department common assessments to revise and update pacing plans to drive instruction.
- Continue to analyze assessment data and D/F rates particularly in math to increase academic achievement such as A--G rate.
- Continue to refine and expand the implementation of school--wide instructional practices and interventions.

## 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	Met as a committee and reviewed school data in preparation for the 2017-2018 SPSA and as progress evaluation of the current school year's SPSA. The data reviewed included: student grades, multiple years suspension and attendance rate, multiple-year SBAC scores, school experience survey and school report card results, reclassification, and multiple year comparison of graduation rate. Furthermore, a needs assessment survey was conducted to prioritize program funds.	11/29/2016, 12/15/2016, 01/26/2017, 02/23/2017
<input checked="" type="checkbox"/> English Learner Advisory Committee	Met as a committee and reviewed school data in preparation for the 2017-2018 SPSA and as progress evaluation of the current school year's SPSA. The data reviewed included: student grades, multiple years suspension and attendance rate, multiple-year SBAC scores, school experience survey and school report card results, reclassification, and multiple year comparison of graduation rate. Furthermore, a needs assessment survey was conducted to prioritize program funds which was submitted as ELAC committee recommendations to SSC.	11/29/2016, 12/15/2016, 01/26/2017, 02/23/2017
<input checked="" type="checkbox"/> Departments	Met in departments and reviewed school data in preparation for the 2017-2018 SPSA and as progress evaluation of the current school year's SPSA. The data reviewed included: student grades, multiple years suspension and attendance rate, multiple-year SBAC scores, school experience survey and school report card results, reclassification, and multiple year comparison of graduation rate. Participated in reviewing 2015-2016 and 2016-2017 SPSA performance goals as well as in setting SMART goals for 2017-2018. Additionally, every department participated in writing strategies and tasks to address the goals.	12/13/2016, 01/10/2017, 01/17/2017, 01/24/2017, 02/14/2017
<input checked="" type="checkbox"/> Other: Professional Development Leadership Committee (PDLC)	Met as a committee of department chairs, coordinators, and administrators to review school data in preparation for the 2017-2018 SPSA and as progress evaluation of the current school year's SPSA. The data reviewed included: student grades, multiple years suspension and attendance rate, multiple-year SBAC scores, school experience survey and school report card results, reclassification, and multiple year comparison of graduation rate. Participated in reviewing 2015-2016 and 2016-2017 SPSA performance goals as well as in setting SMART goals for 2017-2018. Additionally, every department participated in writing strategies and tasks to address the goals.	02/09/2017

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

**ACADEMIC GOAL — 100% GRADUATION**

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

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

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

Analysis of the data listed above indicates that our graduation rate for June 2015 was 80% (evidenced by the 2015-2016 School Report Card) indicating a one percentage point drop from the June 2014 graduation rate of 81% (evidenced by the 2014-2015 School Report Card). At this time, we do not have an official graduation rate for the four year cohort graduating in June of 2016. Although the percentage of students on-track to graduation for Spring 2016 (Grad Year) was 81% (as per MyData), 19% of the students were not on-track. According to the 2015-2016 School Report Card, 65% of Grant's students attended at 96% or better (attendance rate) throughout the school year and 61% in 2014-2015. Less than half of the 11th graders (Grad Year 2017) scored at "Meets" or "Exceeds" in the ELA portion of the SBAC during Spring 2016 testing (MyData and School Report Card). Additionally, students struggle in math. According to SBAC data, Spring 2015, the percentage of students scoring "Meets" or Exceeds" was 17% and 14% for Spring 2016. These percentages indicate a three (3) percentage points drop from 2015 to 2016.

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

After reviewing the final marks for ELA and Math, it is evident that there is a high percentage of students struggling in these areas affecting the graduation rate. Additionally, final marks in math indicate that approximately 46% of Algebra 1 students failed the 2016 Fall semester. Data analysis further indicates that students are struggling in ELA as the final marks for Fall 2016 show that approximately 40% of students failed.

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

This goal is going to be addressed.

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

N/A

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

Strategies implemented to address/increase our graduation rate include before and after school as well as Saturday tutoring. Intervention classes (such as Math Tutor Lab) within the school day were and continue to be provided to significant subgroups through targeted intervention that focuses on supporting students in acquiring skills needed to be academically successful. Additionally, an after school/Saturday credit recovery program was implemented for school years 2015-2016 and 2016-2017.

Data analysis of student marks (test scores, classwork/homework completion, interim assessment results, and progress report marks) on a regular basis to continually make appropriate changes/modifications in lesson delivery and instruction as well as the ways in which intervention for at-risk students is identified and provided throughout the school year (especially in all core content areas).

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

The four-year cohort graduation rate will increase by three (3) percentage points from 83% to 86% by June 2018 as evidenced by the School Report Card.

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



**Focus Area:** 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
Administrators, counselors, coordinators, and other out of classroom support personnel will provide training for all staff, and hold meetings/assemblies with students to discuss A-G and other graduation requirements, as well as supports offered at the school. Teachers will be provided PD opportunities during and outside their regular assignment that include SDAIE strategies, scaffolding, RTI (thinking maps, place mats (LTEs)), and others to increase the number of students mastering the content standards during first teaching.	08/15/2017 06/15/2018	The administrators will monitor PD sign-in sheets for teacher and staff participation, observe classroom teaching, and will monitor student achievement on a regular basis (4x per semester).
Instructional Coach will provide professional development to teachers regarding math common core instruction in and outside of the regular assignment.	08/14/2017 06/08/2018	Pd evaluations will provided and reviewed.

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

**Focus Area:** Effective Classroom Instruction

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher will: <ul style="list-style-type: none"> <li>Implement effective first teaching within the classroom by stating goals and objectives on white boards, checking for understanding (i.e. thumbs up/thumbs down), and using purposeful grouping strategies.</li> <li>Analyze their students' academic performance data (assessments such as Interim, SBAC, and formative as well as class and homework assignments) to determine and share best practices within departments and SLCs as well as to inform their instruction to address student knowledge gaps.</li> <li>Offer intervention within the classroom RTI2 (Tier 2) by providing targeted small group instruction/support to at-risk students.</li> </ul>	08/14/2017 06/08/2018	The teachers, counselors, and administrators will monitor graduation progress through A-G completion.
Teacher assistants will: <ul style="list-style-type: none"> <li>Support small group instruction under the supervision of a highly qualified teacher.</li> </ul>	08/14/2017 06/08/2017	
Counselors will develop and implement individual graduation plans and meet with students and families on a one-to-one basis throughout the school year to go over the plan and note progress and risk factors.	08/14/2017 06/08/2018	The teachers, counselors, and administrators will monitor graduation progress through A-G completion.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	110161	116,303	1.00	100

**Focus Area:**

**Interventions During and After the School Day and Other Supports**

*Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Counselors, CPA, PSA Counselor, and teachers will analyze data to determine student needs, at-risk factors for graduation, and program students in appropriate A-G courses and intervention opportunities.	08/14/2017 06/08/2018	CPA, counselors, and administrators will analyze student academic achievement data (Core class completion – student grades/report card) and review intervention services participation by at-risk students.
The Principal, CPA, Assistant Principal Counseling Services, counselors along with the A-G Diploma Program Counselor will collaborate to establish an after school/Saturday Credit Recovery program for students not on-track for meeting the graduation requirements to be able to take the courses that they need in order to get back on track for graduation.	08/14/2017 06/08/2017	CPA, counselors, and administrators will analyze student academic achievement data (Core class completion – student grades/report card) and review intervention services participation by at-risk students.
A Saturday tutoring program will be in place to provide extra support for students struggling in classes.  Teachers will provide tutoring for at risk students to meet graduation and A-G requirements.	08/14/2017 06/08/2018	

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	117360	116,303	1.00	100
CE-NCLB T1 Schools ( 7S046 )	11681 - CRD DIF CAT PRG ADV	11681	1,516	0.00	100
CE-NCLB T1 Schools ( 7S046 )	11248 - CAT PROG AD Z DIRECT (6 Hrs / 5 Days)	11248	4,212	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
CPA and APSCS will coordinate parent workshops required for matriculation and graduation. Counseling staff will hold college nights for various grade levels to inform students and families of post-secondary opportunities and preparation. Counselors, teachers, and coordinators will facilitate workshops (during and beyond the school day) with parents and school personnel as a means of helping students with emotional and personal problems that may interfere with their learning and success in school.	08/14/2017 06/08/2018	Administrators will review parent participation through reviewing sign-in sheets.

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

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

**ACADEMIC GOAL — ENGLISH LANGUAGE ARTS**

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

Spring 2015 SBAC data indicates that 45% of students performed at meets or exceeds standards in ELA (based on MyData -1/14/2016). As indicated on the MiSiS Distribution of Marks Report for Fall 2016, 22% of students enrolled in English 9 failed the course.

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

Issues affecting student proficiency in English language arts include:

- the shift from standards-based instruction to Common Core,
- the SBAC testing format, moving away from paper and pencil to online testing,
- the lack of uniform technology, some students used Ipads while others used desktops which made it difficult for teachers to proctor the test and for students to take the test, and
- the transition from Standards' based teaching strategies to CCSS teaching strategies.

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

N/A

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

N/A

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

The school is improving its course-alike articulation so that teachers will be more uniform in their instructional practices and aligning student work with the Common Core State Standards. In addition, the ELA department will be creating common assessments to be used in the courses as well as end-of-course research projects for each grade level. Teachers will conduct calibration activities to make grading practices more consistent and more aligned with the Common Core State Standards.

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

Students performing at "Meets" or "Exceeds" standards in ELA as measured by the SBAC will increase by 10% from 42% (based on MyData – 4/3/2017) in Spring 2016 to 52% in Spring 2018.

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

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

*Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to supplement and support the Common Core State Standards, we provide teachers and staff access to professional learning to accelerate proficiency for all of our significant subgroups. To elicit critical thinking and deeper understanding of texts and other content, professional development will focus on specific strategies for the implementation of discussion techniques, student engagement, and productive groups. Professional development will be held during the school day or beyond the regular day by grade levels through SLCs and/or by departments. Professional Development focus will be on: ? Cooperative Learning ? Close Reading ? Constructive Conversations ? Best Practices demonstrations ? Vertical articulation ? Development and implementation of common assessments ? Analysis of data from common assessments ? Calibration of grading for student work products and other common assessments ? Collaborate with other academic departments regarding teaching writing, close reading, etc.	08/14/2017 06/08/2018	The principal will monitor professional development participation through review of sign-in sheets. An administrator will attend professional development meetings. The department chair will administer participant evaluations will be administered after professional development sessions. The principal and other administrators will conduct classroom observations to ensure that teachers are implementing the strategies presented during professional development sessions.
Staff members will also attend conference and training opportunities in order to gather strategies and innovations in ELA for differentiating instruction to target at-risk students. Attendees will then present these strategies to others within their departments, grade levels, and / or school wide. Staff members will attend the following conferences: ? National Title I Conference ? National Association Secondary School Principals (NASSP) ? ASCD Annual Conference	08/14/2017 06/08/2018	Administrators will monitor conference attendees' presentation of strategies/information obtained at conference to their departments and/or SLCs.
Teacher X time will be used for teacher to collaborate outside their regular assignment to enhance CCSS lessons and strategies. Teachers will be released develop CCSS curricular units and lessons that engage at-risk students in learning, analyze student data to assess the needs of their students, and stay current on the latest developments in education.	08/14/2017 06/08/2018	Administrators will do classroom observations to ensure that teachers use a myriad of teaching strategies that incorporate all learners.
Will implement a teaching and learning cycle to promote a culture of learning by providing time for teachers, para-professionals, and other staff to meet by grade levels, departments, and SLCs in order to: ? Analyze data of student work, Plan differentiated lessons which incorporate the instructional strategies learned during the various professional development opportunities. ? Reflect and determine the effectiveness of lessons as a tool for re-teaching and assessing student needs	08/14/2017 06/08/2018	The principal and CPA will provide data analysis tools conducive to making observations, drawing conclusions/implications, and formulating action plans.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	13297 - INSTRL COACH SEC C1T (3 Hrs / 5 Days)	13297	68,638	1.00	100
CE-NCLB T1 Schools ( 7S046 )	30165 - HEALTH WELFARE CERT	30165	-6,935	0.00	100
CE-NCLB T1 Schools ( 7S046 )	30166 - RETIREE BNFTS CERT	30166	-2,540	0.00	100

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	30170 - OPEB CERT	30170	-1,010	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
Effective classroom instruction will include: <ul style="list-style-type: none"> <li>• leading high-level, text-based discussions</li> <li>• focusing on the analysis of content</li> <li>• constructing viable arguments and critiquing the reasoning of others</li> <li>• providing project-based assignments</li> <li>• writing to specific prompts</li> <li>• using common academic language/terms that is aligned with SBAC across grade levels</li> <li>• using purposeful and productive groups</li> <li>• using graphic organizers</li> </ul>	08/14/2017 06/08/2018	The teachers, counselors, and administrators will monitor graduation progress through ELA course completion.
Micro-computer support assistant will be purchased to ensure that teachers and students have access to technology throughout the day. Teachers use technology to present interactive lessons allowing for students to have access to the latest developments in any field. Students use technology to take the interim assessments (one per semester) as well as the SBAC.	08/14/2017 06/08/2018	
CSR teachers (ELA – grade 9) will be funded to support reduced class size to close the achievement gap, and to provide more immediate individualized interventions and differentiated instruction to students in English.	08/14/2017 06/08/2018	The principal will conduct classroom observations to ensure student progress and teacher performance.
Day-to-Day Substitute Teachers, Benefitted Absence...A minimum of four days of Day-to-Day Substitute will be budgeted to cover the benefitted absence of register-carrying/class-size reduction (CSR) teachers purchased from categorical programs.	08/14/2017 06/08/2018	The principal will monitor CSR teacher attendance.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)	25690	70,734	1.00	100
CE-NCLB T1 Schools ( 7S046 )	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	13641	112,271	1.00	100
CE-NCLB T1 Schools ( 7S046 )	10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	10562	2,926		100
CE-NCLB T1 Schools ( 7S046 )	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	13641	112,271	1.00	100

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

*Academic : English Language Arts*

Strategies					
Strategies, Actions and Tasks		Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
Counselors, CPA, PSA Counselor, and teachers will analyze data to determine student needs, at-risk factors for graduation, and program students in appropriate ELA courses and intervention opportunities.		08/14/2017 06/08/2018	CPA, counselors, and administrators will analyze student academic achievement data (Core class completion – student grades/report card) and review intervention services participation by at-risk students		
Teachers will use Jupiter Grades to keep parents and students informed of the student's academic progress in class. Teachers will provide special announcements such as math videos, support website addresses for science, math, etc. Notices regarding upcoming tests and quizzes will also be posted by teachers.		08/14/2017 06/08/2018	The principal will monitor Jupiter Grades teacher usage to ensure that teachers are using the web-based program to provide additional/out of classroom supports.		
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		
Teachers will use Jupiter Grades to keep parents and students informed of the student's academic progress in class. Teachers, students, and parents are able to use the email component of Jupiter Grades to keep the lines of communication open. School will provide parent workshops on A-G Requirements and School Report Card.		08/14/2017 06/08/2018	Administrators will review parent participation through reviewing sign-in sheets.		
Students and parents can access the school website and the Grant HS app to facilitate contact with teachers, counselors, and administrators and be aware of important dates and events to increase student achievement.		08/14/2017 06/08/2018	Principal will monitor parent engagement through the number of times our website is viewed through Google Analytic (report).		
Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

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

**ACADEMIC GOAL — MATHEMATICS**

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



**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.).**

? Students scored at 14% "Meets" or "Exceeds" standards in math on the Spring 2016 Smarter Balanced Assessment Consortium (SBAC) which denotes a decrease of 3 percentage points from the 17% "Meets" or "Exceeds" performance level obtained in Spring 2015.

? Fall 2016 Math Interim Assessment data indicates that

- o 66% of Algebra 1 students are performing at Below Standard
- o 72% of Geometry students are performing at Below Standard, and
- o 18% of Algebra 2 students are performing at Below Standard.

? Fall 2016 Performance data on the math department common final (by subject) indicates that:

- o 55% of students enrolled in Algebra 1A scored at D/F rate
- o 44% of students enrolled in Geometry A scored at D/F rate
- o 45% of students enrolled in Algebra 2A scored at D/F rate

? 20 week grades for Fall 2016 show that:

- o 53% of students enrolled in Algebra 1A performed at D/F level
- o 41% of students enrolled in Geometry A performed at D/F level
- o 44% of students enrolled in Algebra 2A performed at D/F level

This demonstrates that a high percentage of students is struggling in math.

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

? Factors contributing to underperformance in math may include but are not limited to:

- o Adoption of new textbooks for Algebra 1, Geometry, and Algebra 2 starting the 2015-2016 schoolyear may have contributed due to the fact that both teachers and students had to adjust to different formats in which the material is presented.
- o Technological difficulties such as connectivity, format, and sensitivity of the equipment (such as the sensitive screen of the iPad) for SBAC results.
- o All students took interim assessments starting 2015-2016 for the first time online.
- o Special Education students also took both interim assessments and the SBAC most of which tested using the same format as the general education students.
- o Some of the standards tested on the interim assessments had not been presented/taught indicating the misalignment of pacing plans to the test.
- o Common Core standards for math are rigorous and teachers must use a plethora of teaching strategies some of which they may have not used in the past. Such strategies include purposeful grouping of students and students writing more and more of how they solved a problem rather than just coming up with the solution without explaining the procedure they followed to obtain the right answer.
- o Student prior knowledge indicated gaps affecting the progress in their specific math course.

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

N/A

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

N/A

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

A half-time math coach will provide math teachers with professional development and guidance/support on areas such as differentiating instruction to meet the needs of all student learning styles, analyzing data to use to guide their instruction, and honing their CCSS lesson planning and test writing.

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

Students performing at "Meets" or "Exceeds" standards in math as measured by the SBAC will increase by 20% from 14% in Spring 2016 to 34% by Spring of 2018.

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

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

*Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>→In order to support all of our significant sub groups to access the Common Core State Standards, we will provide teachers and staff professional learning to accelerate proficiency for our socially economically disadvantaged, standard English learners (SELs), English Learners (ELs), and students with disabilities (SWD). To obtain critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies for the implementation of standards-based projects and lessons, activities and assignments, and student engagement strategies. Professional development will be held during the school day or beyond the regular day for departments and grade-level SLCs. Professional Development focus will include:</p> <ul style="list-style-type: none"> <li>• Math Practices and developing CCSS units that help at-risk students reach proficiency</li> <li>• Cognitively guided instruction</li> <li>• Cooperative learning (Think/Pair/Share), purposeful student grouping</li> <li>• Content vocabulary acquisition</li> <li>• Differentiating instruction for at-risk students designed for CCSS, such as scaffolding</li> <li>• Developing CCSS student projects</li> </ul>	08/14/2017 06/08/2018	Principal will monitor PD topics, agendas, and sign-ins for teacher attendance and participation.
<p>PD teacher x/z time will enable teachers and staff to participate in professional development to effectively implement lessons aimed at all significant subgroups including at-risk students for the delivery of quadratic equations, polynomials / rational expression, logic and geometric proofs, exponents and logarithms as well as rational numbers.</p> <ul style="list-style-type: none"> <li>• Develop CCSS curricular units and lessons that engage students of all abilities</li> </ul>	08/14/2017 06/08/2018	Principal will ensure that every teacher implements strategies learned during professional development through daily classroom observations and constructive feedback.
<p>PD teacher x/z time will enable teachers and staff to participate in professional development to effectively implement lessons aimed at all significant subgroups including at-risk students for the delivery of quadratic equations, polynomials / rational expression, logic and geometric proofs, exponents and logarithms as well as rational numbers.</p> <ul style="list-style-type: none"> <li>• Develop CCSS curricular units and lessons that engage students of all abilities</li> </ul>	08/14/2017 06/08/2018	Principal will ensure that every teacher implements strategies learned during professional development through daily classroom observations and constructive feedback.
<p>Teachers will be provided opportunities for data analysis and course- level planning:</p> <ul style="list-style-type: none"> <li>• To conduct subject specific meetings to identify students struggling in Math</li> <li>• Develop common assessments aimed at identifying at-risk students</li> <li>• Monitor student progress</li> </ul>	08/14/2017 06/08/2018	The principal and CPA will provide data analysis tools to ensure struggling students are identified and address as well as best practices are shared among the department.
<p>Provide conference attendance opportunities specific to Math: California Mathematics Counsel Conference.</p> <ul style="list-style-type: none"> <li>• Funds will be used to pay registration fees and conference attendance related expenses for teachers in the Math department to obtain strategies in differentiating instruction for all significant sub groups in CCSS mathematics instruction and intervention strategies to support student acquisition of math skills in order to close the achievement gap.</li> </ul> <p>Conference Attendance specific to math - CMC</p>	08/14/2017 06/08/2018	Principal will meet with staff attending conferences to plan PD they will present to department, SLC, and faculty meetings.

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
Class size reduction teachers in Algebra 1 (10th grade) will reduce large class sizes to ensure all students have the opportunity to get individualized attention and increase their understanding of the instruction material.	08/14/2017 06/08/2018	Principal will observe Principal will monitor CSR teacher(s).
Teacher assistants will provide instructional support to students at risk of not meeting Mathematics standards under the direct supervision of a highly qualified teacher. Teacher assistant expertise will be used in various ways including working with small groups of students requiring assistance in areas/skills presented by teacher. Emphasis will be made in acquiring teacher assistants that speak the language of the major subgroups (Spanish/Armenian).	08/14/2017 06/08/2018	
Day-to-Day Substitute Teachers, Benefitted Absence...A minimum of four days of Day-to-Day Substitute will be budgeted to cover the benefitted absence of register-carrying/class-size reduction (CSR) teachers purchased from categorical programs.	08/14/2017 06/08/2018	Principal will monitor CSR teacher attendance.
SIM will be provided to purchase math manipulative s,journals, workbooks to support math instruction.	08/14/2017 06/08/2018	Teachers will compare pre and post student data.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	10562	1,463		100
CE-NCLB T1 Schools ( 7S046 )	40269 - SUPPLMTL INSTRL MAT	40269	455	0.00	100
CE-NCLB T1 Schools ( 7S046 )	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	13644	112,271	1.00	100

**Focus Area:** 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
Teacher Tutor time will be provided for teachers to tutor students after school and on Saturdays. At-risk students will be targeted but tutoring will be available to all students. Teachers will provide one-on one- assistance to ensure that students receive the additional support they require in order to master the CCSS math standards.	08/14/2017 06/08/2018	The principal and CPA will monitor and evaluate intervention program goals and objectives quarterly and annually; determine if goals and objectives are being met.
Intensive after school / Saturday intervention programs for students needing additional differentiated instruction in Algebra 1, Geometry and Algebra 2 will be provided to students at risk of not meeting grade level standards.  • Based on the analysis of student math data available from MyData, common assessments, SBAC results, Interim Assessments, as well as diagnostics exams, teachers, department chair, Title I Coordinator, administrator in charge of the math department, and the Principal, will design and apply intervention strategies to address the needs of at-risk and underperforming students in math.	08/14/2017 06/08/2017	The CPA and teachers will deliver pre and post assessments for intervention.

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Software License Maintenance – for ALEKS a computer based online math program that adjusts the level of questioning based on student knowledge, it provides remediation and practice providing additional support students may need.	08/14/2017 06/08/2018	

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
Parents will continue to be notified of student academic progress in math through the four grading periods. Additionally, parents will be notified of tutoring opportunities for their students through the school website, Connect Ed messages, and in writing through flyers.	08/14/2017 06/08/2018	The principal and CPA will monitor parent workshops and parent center activities.
Parent Center will provide workshops on CCSS math standards.	08/14/2017 06/08/2018	The principal and CPA will monitor parent workshops and parent center activities.

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

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

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

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

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

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

**AMAO 1 – CELDT Proficiency Data:**

- 67.6% of ELs at Ulysses S. Grant High School met CELDT proficiency growth target. This reflected a 16.4-percentage point increase from the previous year (2014-2015).
- Students performing at all CELDT levels: Beginning -50.5%, Early Intermediate -72.3%, Intermediate -68.4%, Early Advanced(Not English Proficient) – 92.3% and Early Advance (English Proficient) -88.2% showed overall high percentage point growth .
- ELs at the Beginning and Intermediate levels showed lower growth rates, (50.6% and 68.4% respectively), but still reflected a gradual increase .ELs at these levels are mostly ELD levels 1 and 2 students, ELs in the alternative curriculum and some LTEL students,(at intermediate levels), who compose more than 65% of the EL population at Ulysses S. Grant HS.

**AMAO 2 – CELDT Proficiency Data – Cohort 1,(ELs in the program for less than 5 years) and Cohort 2, (ELs in the program for more than 5 years) Data:**

- In 2014-2015 AMAO 2 data showed 20.3 % of ELs (Cohort 1) attaining proficiency on CELDT. This places Ulysses S. Grant HS at a 4% below state target
- In 2014-2015 AMAO 2 data also showed 34.0% of ELs (Cohort 2= LTELs) attaining proficiency on CELDT, which was 16.9% below state target.

**LTEL Rates:**

- Data indicate the percentage of EL students with more than five years of English Language Instruction, (based on norm day numbers) has decreased at Ulysses S. Grant High School in the last three years:
  - 2014-2015 – 58.4%
  - 2015-2016 – 49.3%
  - 2016-2017 - 44.0%

**Reclassification Data:**

- State reports placed Ulysses S. Grant High School with the following reclassification rates:

2013-2014 – 16.5%  
 2014-2015 – 19.0%  
 2015-2016 - 21.0%

- Reclassification Data show a gradual increase for the last three years. Both CELDT and Reclassification Student Awareness' activities,(Data Goal Sheets), have helped maintain and continue reclassification rate increases for EL students at Ulysses S. Grant High School.

**Scholastic Reading Inventory Data:**

- Our Scholastic Reading Inventory Test Results, (2015-2016), showed 16% of students scoring at Basic or above. Ulysses S Grant High School needs to focus on researched-based reading strategies for English Learners as well as a possible reading intervention Program to target ELs' low reading performance.

**ELs on track of passing A-G requirement with a “C” or higher mark - Data Analysis:**

- LAUSD's School Report Card, (2015-2016) reflects a 14% of ELs passing an A-G academic requirement course with a grade of “C” or better. This is a low percentage of EL students who also reflect lack of graduation on time.

**Graduation Rate for ELs:**

- LAUSD's School Report Card, (2015-2016) indicates a 66% graduation rate for ELs at Ulysses S. Grant High School.

**Overall Data analysis:**

- Recent Data indicate a need to improve the overall academic performance of English Learn students and to focus on Academic English Development, (especially Reading) for ELs by all teachers at Ulysses S. Grant High School. Implementation of California ELA/ELD Academic standards is crucial, as they provide guidelines for teaching all ELD domains: Listening, Reading, Writing and Speaking across all academic disciplines – Integrated and Designated ELD Instruction. This will gear a prosperous path to improving RI scores, increase the percentage of LTEL's CELDT proficiency, reduce the percentage of LTELs to reclassification and increase academic performance of ELs in CORE courses

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

Some underlying issues related to the need to improve reading skills of ELs at Grant High school are:

- Lack of a reading intervention Lab
- Teachers need pedagogical reading trainings/workshops
- Reading material to introduce and teach inferring reading skills/processes are not available
- Limited school time for reading intervention program during school hours

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

We are currently not addressing this goal.

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

N/A - We had no measurable objective because we had a Title III Coach.

**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**

\*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

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

**Focus Area:** Effective Classroom Instruction

*Academic : English Learner Programs*

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

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

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

*Academic : English Learner Programs*

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

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

*Academic : English Learner Programs*

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

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

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

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

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

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Culture & Climate Goal:	
<input type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input 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 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.).**

The results of our Comprehensive Needs Assessment illustrate the fact that parents are feeling more welcomed on campus and are participating more at school given the increased opportunity to do so. Having parents more active on campus provides more opportunities for parents to interact with their child's teacher which in turn enables parents to speak to their child more often about their grades.

Grant staff (CPA, parent center director, PSA counselor, and others) reach out to parents through telephone calls, mailers, school website, and one-on-one conferences to motivate them to participate in their child's education as well as school activities.

Increased opportunities for parental involvement at school continue to be created through the Parent Center sponsoring classes; parenting education, computer literacy, English as a Second Language, family fitness and stress management, and our most recent addition, GED in Spanish.

Factors that explain changes in parents talking with their child's teacher about schoolwork include increased attendance at school events; Back-To-School Night, Open House, PHBAO Conferencing. Grant High School has also purchased a site license for Jupiter Grades, a software based grade recording/tracking tool available to teachers to keep parents informed of their child's progress in class on a regular basis. Jupiter Grades is also used as a communication tool among teachers, parents, and students as they all have the ability to email and send out messages. Teachers/parents/students are also able to keep in contact through www.granths.org, our school website.

According to the Student Life Committee, the Multicultural Fair and assemblies promote a positive culture on campus. Informational Packets and school handbooks are sent home to parents and include contact information and important dates and ways to get involved in school activities. The telephone system Connect Ed is used for massive communication with parents providing information/announcements regarding Back to school night and other conferencing opportunities.

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

Parental involvement is a challenge at the high school level. Continues efforts are made to provide pertinent information to the school-community in various formats, written, phone messages, website posts, marquee messages, etc. Updated parent contact information is sometimes not available. Parents may be teaching their children to be more self-reliant/independent as they are approaching adulthood.

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

N/A

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

The school is on track for meeting our objectives for the following reasons:

Grant staff (CPA, parent center director, PSA counselor, and others) reach out to parents through telephone calls, mailers, school website, and one-on-one conferences to motivate them to participate in their child's education as well as school activities.

Increased opportunities for parental involvement at school continue to be created through the Parent Center sponsoring classes; parenting education, computer literacy, English as a Second Language, family fitness and stress management, and our most recent addition, GED in Spanish.

College awareness night for parents and students. Freshman Orientation for parents and students as well as a New Student Picnic for just students are other tools used to create a welcoming environment of parents and students.

**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**

The percentage of parents that participate in the School Experience Survey will increase from 44% in 2015-16 to 54% by June 2018 for an increase of 10 percentage points.

\*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>Community Rep., CPA, and other school personnel will create a welcoming environment to engage parents and provide them with meaningful opportunities get involved through strategies such as the ones listed below:</p> <ul style="list-style-type: none"> <li>• Opportunities for parental involvement have increased with the expansion of our standing leadership committees: SSC, ELAC and SBM.</li> <li>• Encouraging parents to become active members and/or volunteers on SBM and SSC school leadership decision making committees. As well as in ELAC, an advisory committee.</li> <li>• Inviting parents to participate in classes, trainings and conferences offered through the Parent Center or provided by the district. Course offerings by our parent center are determined by studying Parents' Needs Surveys and in direct response to parental request.</li> <li>• We will continue to offer Coffee with the Principal on a monthly basis. The principal will provide updates on school activities/events, academic progress, and schoolwide issues.</li> <li>• Scheduling and recruiting of Parents to attend conferences, Back to School Night, Open House, and PHABO through mailings and connect ed.</li> <li>• Scheduling Counselor/ Dean / Parent conferences to deal with specific student needs by direct communication with parents.</li> </ul> <p>Improve parental access to student progress reports by purchasing a site license for Jupiter Grades.</p>	<p>08/14/2017 06/08/2018</p>	<p>Principal and CPA will monitor parent center activities on a weekly basis as well as workshop/class sign-in sheets.</p>
<p>Contracted Instructional Service funds for contracts with firms providing instructional programs/services.</p> <p>The Parent Ed Agency LLC will provide classes to parents/community members to increase parental involvement in students' education.</p>	<p>08/14/2017 06/08/2018</p>	<p>Principal and CPA will monitor the parent center classes and workshops offered throughout the school year.</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt ( 7E046 )	21720 - COMMUNITY REP.	21720	12,370		100
CE-NCLB T1 Sch-Parent Invlmnt ( 7E046 )	50002 - CONTR INSTRL SVC	50002	2,222	0.00	100

**Focus Area:** Student, Staff, Parent Communication

*Cultural and Climate : Student, Staff..*

Strategies
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Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Community informational meetings, personal telephone calls, and computerized informational updates will continue to be used as communication tools to increase parental awareness and involvement.</p> <ul style="list-style-type: none"> <li>• Informational meetings will be conducted by the Principal, our administrative staff, our College Counselor, our athletic coaches and Program Coordinators to inform parents about important topics: Including but not limited to the following; Individual Graduation Plan, Common Core State Standards, Impact of A through G requirements.</li> <li>• Improved computerized communication via Connect Ed. Jupiter Grades, an online roll book which allows parents direct access to students' course work and progress, and the school website facilitate parents having the information needed to talk to their child's teacher about their grades.</li> </ul>	<p>08/14/2017 06/08/2018</p>	<p>Principal, Counselors and CPA will monitor the communications systems in place on a weekly basis.</p>

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

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

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

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

According to the 2015-2016 School Report Card, 65% of Grant's students attended at 96% or better throughout the school year demonstrating an increase of 4 percentage points from 2014-2015's 61% of students attending 96% or better. This increase in attendance indicates that we are on track to meeting our June 2017 goal of 68% of students attending 96% or better throughout the 2016-2017 school year. Factors that contributed to the increase in student attendance rate include but are not limited to:

- Accurate attendance taking procedures by classroom teachers.
- Some students face family issues such as having to care for a younger sibling, work in the family's business.
- Jupiter login rates for parents indicate a low parent participation rate.
- MyData shows that our chronically absent (below plus below basic levels) subgroups are the white group (at our school these are mostly Armenian students) with approximately 22%, LEP students are at approximately 28%, Students with Disabilities at about 19% and our socioeconomically disadvantaged student are at about 15%.
- Our suspension rate is .2%, mostly due to student groups such as, Grant's Coalition, Student Council, peer mediation and grade level leadership teams, have had tremendous positive influence on school climate. These student groups assisted in diffusing issues before they escalate to student behavior that may result in student suspension and loss of instructional days.
- All of the above student groups and actions have made our students feel safe and secure on campus.

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

Some students face family issues such as having to care for younger siblings or a sick parent. Others have to work to help their families financially. Some parents are unaware of their child's lack of attendance due to not updating their contact information with the school and thereby missing automated attendance calls. Jupiter (online grade-book/attendance login rates for parents indicate a low parent participation rate.

- MyData shows that our chronically absent (below plus below basic levels) subgroups are the white group (at our school these are mostly Armenian students) with approximately 22%, LEP students are at approximately 28%, Students with Disabilities at about 19% and our socioeconomically disadvantaged student are at about 15%.

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

N/A

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

The school continues to provide a welcoming environment for all. We use a myriad of communication, methods/tools to facilitate communication amongst faculty/staff, students, parents, and the community. The school's website is continuously updated to provide the latest information to all. The school marquee also allows us to share information with the entire school-community. Jupiter Ed provides a platform for teachers, parents, and students to have access to student progress as well as serving as a communication medium for the group.

**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**

Increase the percentage of students with 96% or better attendance rate to 70% by June 2018 with an increase of 5 percentage points from 65% in 2015-2016.

\*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
Data will be presented/shared will all teachers, through professional development time in departments, SLCs, and the Professional Development Leadership Committee (PDLc). All groups will analyze student attendance data and develop strategies to increase overall student attendance. Teachers will share best practices for having higher attendance rates.	08/14/2017 06/08/2018	Principal, Assistant Principal in charge of Attendance, & PSA Counselor will monitor student attendance on a weekly basis through attendance reports generated by the attendance office.

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
Increased students' sense of belonging has a positive effect on attendance, academic performance, and participation in social activities.	08/14/2017 06/08/2018	Principal and the assistant principal in charge of attendance will monitor the identification of students at risk for poor attendance and will align the work of the PSA Counselor to focus on this student group.
PSA counselor, counselors, Title I Coordinator, and Community Representative collaborate to identify at risk students, including the following significant sub groups: socially economically disadvantaged, English Learners (ELs), and students with disabilities (SWD), that are struggling with attendance with the goal of providing support systems to increase their attendance rate.	08/14/2017 06/08/2017	Principal and assistant principal in charge of attendance will monitor the work of the PSA Counselor to reach out to the students with poor attendance.
Attendance rate support systems include: Teachers will call home upon the 3rd consecutive absence for any of their students. One-on-one student conferences with PSA Counselor and/or academic counselor. Reaching out to parents through phone calls by PSA Counselor, counselors, community representative, as well as the automated LAUSD system will be made to inform parents of student attendance concerns. Conference with parents to provide additional support that may include referrals to various outside agencies determined by student/family need will be conducted by school personnel. Phone calls home through Connect Ed by student MiSiS student attendance records, to keep parents informed on a daily basis. Coordinating informational/support meetings for students and parents experiencing attendance challenges.	08/14/2017 06/08/2018	
Teachers establish high attendance expectations through teaching from bell to bell.	08/14/2017 06/08/2018	

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Increase student body activities planned by student organizations. Lunch time student lead activities will be conducted at the outdoor stage providing a positive venue for student interactions. Entertainment activities, competitions, and pep rallies will increase students' sense of belonging which leads to an increase in student attendance.	08/14/2017 06/08/2018	
Continue attendance reward system within the classroom and schoolwide to provide incentives for students to improve attendance. Students with perfect attendance are recognized through assemblies and other student activities.	08/14/2017 06/08/2018	
By having a nurse, continued pro-active primary care will be provided and result in greater student attendance.	08/14/2017 06/08/2018	
Teachers will establish rewards for classes that have higher attendance rates on a monthly basis.	08/14/2017 06/08/2018	

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	12103	121,440		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
Workshops regarding: attendance and how student attendance is linked to student academic performance, A-G requirements, Graduation requirements, the use of Jupiter Ed., the school's website www.granths.org, and Bullying Awareness will be scheduled.	08/14/2017 06/08/2018	The principal and CPA will monitor parent workshops and parent center activities.
Information regarding outside resources such as community clinics will be provided by the parent center, counselors, school nurse, PSA counselor, and the school psychologist.	08/14/2017 06/08/2017	

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).

The college counselor provides workshops for students and parents regarding college and financial aid awareness and the application process for both. The college counselor also coordinates college representative visits to school to provide interested students with information specific to the representative's college entrance requirements, majors and course of study. Academic counselors provide assistance and guidance to students regarding enrollment in Advance Placement classes (all grades). In an effort to provide students the opportunity to obtain college credit in high school courses, Advance Placement testing is scheduled and conducted. Concurrent enrollment in on-campus college classes is also available every semester for students to enroll in. Job/internship opportunities shared by the district Work Experience Education office are announced to students through PA and classroom announcements.

**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.).

We use BUL-6231.0 Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support as our main guide to school-wide behavior support. We use BUL-3638.0 (Attachment G) - Alternatives to Suspension to teach BUL-3638.0 (Attachment A) -Guiding Principles for the School. The tiered system of BUL 3638.0 - (Attachment D) - Guide to Tier II and Tier III Intervention is used in conjunction with BUL - 6231.0 (Attachment I) - Student Tips For Success, BUL - 6231.0 (Attachment H) - Parent/Guardian Responsibilities, BUL - 6231.0 (Attachment G) -Parents Rights and Responsibilities to ensure student success and parent/guardian education. Parent Student Handbook 2016-2017 and the various behavior contracts (attached) are also used as tools to bring about education, harmony, and compliance with all school, district, state, and federal rules/laws.

A detailed description of the behavior policy is in the student handbook. For students with disabilities we carry out some of the same processes depending on the student's disability in addition to meeting with teams to discuss behavior or other issues affecting student learning in Student Success Progress Teams (SSPT), developing a Behavior Support Plan (BSP), holding an IEP to address concerns and developing accommodations to support positive behavior. In either of these settings interventions and strategies are collectively develop to support a student's learning that has been impeded by behavior.

Special Ed teams examine elements relevant to a student's learning. The outcome of this examination may include behavior supports from classroom accommodations to Behavior Support Services such as, Behavior Intervention Consultation(BIC), Behavior Intervention Development(BID), or Behavior Intervention Implementation(BII.) Behavior supports and interventions are documented in the IEP.

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

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

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

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

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

The schoolwide plan was developed with the involvement of members of all stakeholder groups, including teachers, administrators, counselors, coordinators, staff, students, and community members. Meeting in various groups such as ELAC, SSC, Professional Development Leadership Committee, departments, SLCs, and Coffee with the Principal, facilitated the involvement of all stakeholder groups. Student academic and attendance performance data was collected, analyzed, and key findings and areas of need were identified. Strategic plans to address the areas of need were developed. Teachers, administrators, counselors, coordinators, support personnel, students, and parents share the responsibility of implementing corresponding pieces of the whole plan to ensure that the school moves forward and progress is evident through grades, SBAC scores, attendance and graduation rate.

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

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

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

N/A

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

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

## LOCAL DISTRICT MONITORING

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

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

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

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

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

Los Angeles Unified School District

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

**Program Budget Codes:**

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

Name of School	Local District	Principal
GRANT SH (1868301)	NE	DAMONTE, PAMELA V

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,829	81.66	16.00	1.00	10183 \$ 399,910 10397 \$ 1,638,304 10400 \$ 956,478 10405 \$ 13,231 <b>Total \$ 3,007,923</b>

**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: <b>100% Graduation</b> <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"> <li>- Graduation rate</li> <li>- Individual Graduation Plan (IGP) completion rate</li> <li>- Percentage of students on track to graduate</li> </ul>	0	Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> <li>• Four-year Cohort Graduation Rate: 79%</li> <li>• Percentage of high school students on track for A-G with a “C”: 50%</li> </ul>



Categorical Program Advisor (CPA)... during the regular school day (six hours), the duties performed must be direct services to the students.

Direct services include:

- ? Teaching
- ? Providing demonstration lessons
- ? Conducting professional development activities, including the facilitation of effective instructional programs
- ? Conducting program/student evaluation activities
- ? Coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee
- ? Coordinating the identification of eligible students in a Targeted Assistance School Program (\$119,498 - 10183)

CPA Differential Coordinating (C basis) (\$1,516 - 10183)

CPA X Time - (\$4,212 = 10183)

An Office Technician performs a variety of clerical duties ranging from entry level to those requiring the exercise of judgement based on training and experience. (\$66,744 - 10400 and \$66,744 - 10397)

Secondary Counselor provides counseling services to students for early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. (\$116,303 = 10397, \$116,303 = 10400, \$348,909 = 10529)

Counselor X - (\$6,653 = 10400)

Counselor Enroll Z days - (5,608 = 10400)

Clerical Enroll Z days - \$5,175 = 10400

Problem Solving/Data Coordinator to dis-aggregate data and facilitate professional development, etc. (\$64,683 = 10397)

Assistant Principal Secondary - (\$150,489 = 10183, and \$453,958 = 10400)

<p><b>Description of Services that address: Proficiency for All</b>  <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"> <li>- SBAC English language arts and mathematics proficiency rates</li> <li>- EL reclassification rate</li> <li>- Rate of ELs making annual progress on CELDT</li> <li>- Rate of ELs demonstrating proficiency in English</li> <li>- Decrease in long-term English learners (LTELs)</li> </ul>	<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>Teacher Secondary - state certificated, register-carrying teacher. The teacher must provide direct services for 100 percent of work day. (\$582,328 - 10397)</p> <p>Teacher Assistant (TA)...provides services under the direct supervision of a state certificated classroom teacher. (\$36,910 - 10183, \$36,910 - 10397)</p> <p>Equipment...classroom desktops with a total final cost of \$500 (including tax, shipping and other ancillary charges) or more separately on your budget. (\$84,397 - 10397)</p> <p>Day to Day Subs - (\$4,680 = 10183)</p> <p>CSR Teacher = (\$112,271= 10400)</p> <p>General Supplies - (\$1,214 = 10183 and \$25,000 = 10397)</p> <p>Custodial Supplies (\$10,000 - 10397)</p> <p>The role of the Instructional Coach is to build teacher capacity and provide support to both teachers and administrators. Under the direction of the school-site principal, the Instructional Coach will work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CA Content Standards, using a multi-tiered approach to instruction and Universal Design for Learning (UDL), including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for all students including English learners, standard English learners, socioeconomically disadvantaged students, students with disabilities, and GATE students. The content area focus of work for the Instructional Coach will be based on student data and the academic goals of the school. (\$55,058 = 10183)</p> <p>Teacher Auxiliaries: Auxiliary teacher time for class size reduction or intervention may be budgeted during budget development. (\$36,526 = 10400)</p>	<p>0</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> <li>• EL reclassification rate: 22%</li> <li>• Percentage of ELs making annual progress on CELDT: 57%</li> <li>• Percentage of long-term English learners: 17%</li> </ul>

<p><b>Description of Services that address: 100% Attendance</b>  <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>Counselor, PSA...works with participating students, parents, and the school to increase school attendance. Budget as days per week. ( (\$121,441 - 10397)</p> <p>Nurse, School...may be budgeted as days or half days per week to provide supplementary health service to participating students. (\$81,422 - 10397)</p> <p>Teacher Librarian aligns the school library media program, collection, and services with the school curriculum; collaborates with classroom teachers to plan, develop, and implement units of study that promote literacy and integrate information skills to meet District standards. (\$117, 610 - 10400)</p> <p>Teacher Librarian Differential (\$1,274 = 10400)</p>	<p>0</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> <li>• Percentage of students with a 96% attendance rate: 75%</li> <li>• Percentage of students missing 16 days or more in a school year: 9%</li> </ul>

<b>Description of Services that address: Parent, Community and Student Engagement</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Percentage of parent participation on School Experience Survey - The responses from parents and students participating in the survey	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
Education Aide II...works under the immediate supervision of a teacher or other certificated employee; performs classroom related routine manual and clerical tasks, and classroom monitoring; assists in communication with parents. (\$10515 - 10183)  Contracted Instructional Service...funds for contracts with firms providing instructional programs/services. Identify the name of the company(ies). (\$8,231 - 10405)  Other Non-Instructional Contracted Services...funds for other non-instructional contracted services such as purchasing and construction. (\$15,000 - 10397)  Curricular trips to support the core instructional program; therefore, they cannot be budgeted for elective classes or physical education. (\$1,214 - 10183)  School Advisory Committee Expenses (\$5,000 - 10405)	0	Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> <li>Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%</li> </ul>
<b>Description of Services that address: School Safety</b> <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i> - Suspension rate - Expulsion rate - Extent to which the school is implementing the Discipline Foundation Policy		Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide SY17-18 LCAP Targets (proposed)
Psychiatric Social Worker...provides specialized services to identified students to remove emotional, behavioral, and family crisis barriers to learning. Budget as days per week. (\$121,441 - 10397).  B & G Grounds worker (\$44,030 = 10400 and \$44,030 = 10397)  Campus Aide to assist with campus supervision. (\$51,953 = 10397)	0	Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> <li>Suspension rate: .35%</li> <li>Expulsion rate: .01%</li> <li>Extent to which the school is implementing the Discipline Foundation Policy: 88%</li> </ul>

## 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
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	<input type="checkbox"/>	110002	0.00 4,389	0.00 0	0.00 0	0.00 0	0.00 4,389
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	1.00 116,303	0.00 0	0.00 0	0.00 0	1.00 116,303
11248 11248 - CAT PROG AD Z DIRECT (6 Hrs / 5 Days)	<input type="checkbox"/>	190004	0.00 4,212	0.00 0	0.00 0	0.00 0	0.00 4,212
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
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00 121,440	0.00 0	0.00 0	0.00 0	0.00 121,440
13297 13297 - INSTRL COACH SEC C1T (3 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 68,638	0.00 0	0.00 0	0.00 0	1.00 68,638
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	2.00 224,542	0.00 0	0.00 0	0.00 0	2.00 224,542
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 112,271	0.00 0	0.00 0	0.00 0	1.00 112,271
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 0	0.00 0	0.00 12,370	0.00 0	0.00 12,370
25690 25690 - MICRO SUP AST C1T/04 (8 Hrs / 5 Days)	<input type="checkbox"/>	240001	1.00 70,734	0.00 0	0.00 0	0.00 0	1.00 70,734
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	340101	0.00 -6,935	0.00 0	0.00 0	0.00 0	0.00 -6,935
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	370101	0.00 -2,540	0.00 0	0.00 0	0.00 0	0.00 -2,540

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30170 30170 - OPEB CERT	<input type="checkbox"/>	375101	0.00	-1,010	0.00	0	0.00	0	0.00	0	0.00	-1,010
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	430010	0.00	455	0.00	0	0.00	0	0.00	0	0.00	455
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	2,222	0.00	0	0.00	2,222
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>		0.00	8,388	0.00	0	0.00	148	0.00	0	0.00	8,536
40261 PENDING DISTRIBUTION	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>Total</b>			7.00	<b>838,706</b>	0.00	<b>0</b>	0.00	<b>14,740</b>	0.00	<b>0</b>	7.00	<b>853,446</b>

## 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**