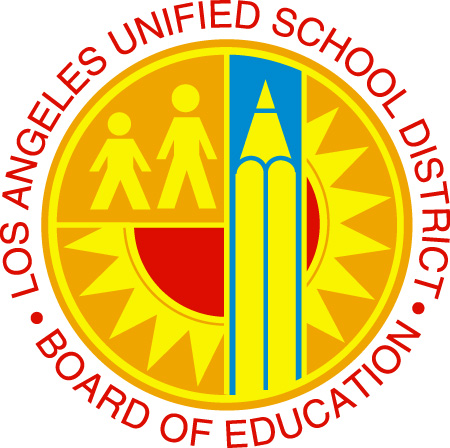
Los Angeles Unified School District

*Single Plan for Student Achievement*

2016-2017

Implementation

|  |
| --- |
| Brentwood School |



**Superintendent**

**Michelle King**

**Board Members**

Steven Zimmer, Board President

Dr. George McKenna III

Monica Garcia

Scott M. Schmerelson

Dr. Ref Rodriguez

Mónica Ratliff

Dr. Richard A. Vladovic

Final Version:

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SCHOOL IDENTIFICATION

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School Name: | | Brentwood Science Magnet | | | | | | | | | | | | | Location Code: | | 2507 | Local District: | West |
|  | | | | | | | | | | | | | | | | | | | |
| CDS Code | County | | District | | | | | School | | | | | | | |
| 1 | 9 | 6 | 4 | 7 | 3 | 3 | 1 | 9 | 6 | 4 | 7 | 3 | 3 | |

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Principal: | Jean Pennicooke | | | | | E-mail address: | jean.pennicooke@lausd.net | | |
|  | | | | | | | | | |
| SPSA Designee: | | Evelyn Javelosa | | Position: | CPA | E-mail address: | | exs6544@lausd.net | |
|  | | | | | | | | | |
| School Address: | | | 740 S. Gretna Green Way, Los Angeles, CA 90049 | | | School Telephone Number: | | | (310) 826-5631 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Local District staff has reviewed the school plan with the principal and agreed to support and provide feedback for implementation. | | | | |
| Pam Marton |  |  |  |  |
| Typed name of Local District Director |  | Signature of Local District Director |  | Date |

**SPSA APPROVALS LOCAL DISTRICT REVIEWERS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Directions:** | | | After you have reviewed the applicable sections of the Single Plan for Student Achievement (SPSA) and determined that the SPSA meets legal requirements, check the approval box and type your name and date on the appropriate line. | | | | | |
|  |  | | |  |  |  |  |  |
|  | Approved by Local District English Learner Coordinator: | | |  | Rafael Escamilla |  |  |  |
|  |  | | |  | [Typed name of Local District English Learner Coordinator] |  | Date |  |
|  |  | | |  |  |  |  |  |
|  | Approved by Local District PACE Administrator: | | |  | Traci Calhoun |  |  |  |
|  |  | | |  | [Typed name of Local District PACE Administrator] |  | Date |  |
|  |  | | |  |  |  |  |  |
|  | Approved by Local District Title I Coordinator: | | |  | Celina Reynoso |  |  |  |
|  |  | | |  | [Typed name of Local District Title I Coordinator] |  | Date |  |
|  |  | | |  |  |  |  |  |
|  | |  | | | | | | |
| **Note:** | | The SPSA will be forwarded to the Local District Director for review and authorization only after approvals have been provided by all Local District reviewers above. | | | | | | |
|  | |  | | | | | | |
|  |  | | |  |  |  |  |  |
|  |  | | |  |  |  |  |  |
|  | Approved by Local District Director: | | |  | Pam Marton |  |  |  |
|  |  | | |  | [Typed name of Local District Director] |  | Date |  |
|  |  | | |  |  |  |  |  |

**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) | 11-3-15, 1-12-16, 2-2-16 | Alma Luna |  |
| Other (list) |  |  |  |

1. The content of the plan is aligned with school goals for improving student achievement.
2. 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.
3. 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.
4. 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:**  *School plan approval appears in SSC Minutes.* | 3-30-16 |  |
|  | Date |  |

**Attested:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Alina Markalian |  |  |  |  |
| Typed name of SSC chairperson |  | Signature of SSC chairperson |  | Date |
| Jean Pennicooke |  |  |  |  |
| Typed name of school principal |  | Signature of school principal |  | Date |

**2****016-2017 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:

# *(Delete funding sources from this list for which the school does not receive an allocation.)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Federal Programs** | | | | | |
| Elementary and Secondary Education Act: | | | | | |
|  | |  |  | |  |
| **Title I: Schoolwide Program (7S046)** | | **Amount:** | **$** | | 482,856 |
| Purpose: | To upgrade the entire educational program of the school. | | | |  |
|  | | | | |  |
| **Title I: Parent Involvement Allocation (7E046)** | | **Amount:** | **$** | | 7,788 |
| Purpose: | To promote family literacy, parenting skills, and parent involvement activities. | | | |  |
|  | | | | |  |
| **Title III: English Language Development (7S176)** | | **Amount:** | **$** | | 2,224 |
| Purpose: | To provide professional development to teachers, administrators, and other school support staff  to improve Designated and Integrated ELD instruction for English Learners. | | | |  |
|  |  |  | |  |  |
| **Total amount of categorical funds allocated to this school:** | | | | **$** | 483,054 |

**D****istrict 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. |

**S****CHOOL MISSION, VISION, AND PROFILE DESCRIPTION**

School Mission

**Our Mission: “To enable all students to become contributing members of a diverse society empowered with the knowledge, values, and skills necessary to meet challenges with success.”**

School Vision

**We strive to consciously work toward improving the school culture, climate, communication, professional development, instructional practice, student engagement, and family partnerships. We expect every stakeholder to use proven strategies aligned to best practices so that when we are not achieving desired outcomes, we are empowered and flexible to adapt and strive again. We seek to serve a culturally and economically diverse population who, in a safe and academically science-enriched environment, will master all of the cognitive and socio-emotional skills to reach their highest academic and social potential and thrive in an ever-evolving global and technological society.**

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/> | | | | |
| Brentwood Science Magnet Elementary School is located in the Brentwood neighborhood of Los Angeles. The entire school campus is situated between San Vicente Blvd to the North, Bundy Dr. to the East, Montana Ave. to the South, and Gretna Green Way to the West. It measures almost exactly 10 acres in its entirety.  81% of our population qualifies for the Title 1 Program (SWP). We have a diverse population of students bused in from all over LAUSD (about 181 schools). Currently 22 buses bring 841 children to our campus to attend 1st to 5th grades. This is 97% of our school’s population. Kindergarten enrollment is for local children and we have one classroom to accommodate neighborhood families and this also includes Transitional Kindergarten.  Approximately 20% of our total population is English Learners encompassing all grade levels K-5 with the highest concentration in 1st and 2nd grades. 8% of our students are identified GATE. We provide one Special Education classroom to support children with autism K-2, and two Resource Specialist Programs as well. Most unique at Brentwood Science Magnet is that we provide a balanced science curriculum to all students across all grade levels. Four teachers, who are provided by the District’s Magnet Program, deliver instruction in Life Science, Earth Science, Physical Science, and Computer Lab/Science. Schedules have been adjusted to allow teachers at the same grade level the opportunity to form three or four-person teams to plan, analyze data, review student work, and reflect on practice. During blocks without students, the science teachers push-in to classrooms and support integrated Science instruction. They also meet as a department to discuss and transition fully to the Next Generation Science standards. | | | | | | | |
| 2. | | | Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.): | | | | |
| Our school consists of grade levels Kindergarten through 5th. Kinder is reserved for local attendees and a few permits. The Magnet accepts students by eChoices application in all grades 1st through 5th. 97% of our students travel on a school bus. Transportation provides a fleet of 22 buses to accommodate the many students who ride to and from school. There is one SDC Autism class with 7 students, and 56 students receive RSP services. | | | | | | | |
| 3. | | | Indicate student enrollment figures: | | | | |
| Our school has 863 total students. 19 are in TK/K; 104 are in 1st; 153 in 2nd; 179 in 3rd; 186 in 4th; 218 in 5th; and 7 in SDC. | | | | | | | |
| 4. | | | Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking): | | | | |
| Our school provides a school-wide Title I program. In 2015-2016, 75.13% of our students were considered to be in poverty and our Title 1 ranking was 538. For the 2016-2017 school year, 79.11% of our students are considered to be in poverty (free/reduced lunch status). Our Title I ranking is 543. | | | | | | | |
| 5. | | | Identify language, racial and ethnic make-up of the student body: | | | | |
| Currently 139 students (16%) of our school population are English Language Learners. 83% speak Spanish, 12% Korean/Chinese and 5% other (including Farsi).  Our ethnic make-up includes: 7% Asian; 26% African American; 55% Hispanic; 10% White; and 2% Other (American Indian/Filipino/Pacific Islander) | | | | | | | |
| 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: | | | | |
| We share academic assessment results (SBAC and DIBELS/TRC), including student Report Cards with our school community in English and Spanish, (Korean, and Farsi are added for Report Cards). The majority of the teachers who teach ELs are fluent Spanish speakers and can individually support families and students in the translation of academic assessment results and support parents in the interpretations of those results as well. The data from the School Report Card, including SBAC assessment results are distributed through our Parent Education Workshops offered through our parent center with translation services, Coffee with the Principal meetings where translation is provided, our parent newsletter, periodic flyers and other informational materials. | | | | | | | |
| 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. | | | |  |  | | |
|  |  |  | |  |  | | |
|  | X | Title I Schoolwide Program (SWP) | |  | Public School Choice (PSC) | | |
|  |  |  | |  |  | | |
|  |  | Title I Targeted Assistance School (TAS) | |  | L.A.’s Promise | | |
|  |  |  | |  |  | | |
|  | X | Title III English Language Acquisition, Language Enhancement, and Academic Achievement | |  | Partnership for Los Angeles Schools (PLAS) | | |
|  |  |  | |  |  | | |
|  |  | School Improvement Grant | |  | Reed | | |
|  |  |  | |  |  | | |
|  |  | Extended School-Based Management Model (ESBMM) | |  | Professional Learning Community | | |
|  |  |  | |  |  | | |
|  |  | Local Initiative School (LIS) | |  | Small Learning Community | | |
|  |  |  | |  |  | | |
|  |  | Pilot School | |  | Other: |  |  |
|  |  |  | |  |  | | |
|  | | | | | | | |
| **CORE Waiver Status**  (**Electronic links at** <http://bit.ly/1KPJY4e> **and** <http://coredistricts.org/> **connect to information regarding the CORE Waiver.)** | | | | | | | |
| **Directions:** Check the box(es) next to the CORE Waiver designation(s) applicable to the school. | | | |  |  | | |
|  |  |  | |  |  | | |
|  |  | Priority (SIG) | |  |  | | |
|  |  |  | |  |  | | |
|  |  | Priority (non-SIG) (complete 7 Turnaround Principles report) | |  |  | | |
|  |  |  | |  |  | | |
|  |  | Focus (complete Communities of Practice report) | |  |  | | |
|  |  |  | |  |  | | |
|  |  | Support (complete Communities of Practice report) | |  |  | | |
|  |  |  | |  |  | | |
|  |  | Reward | |  |  | | |
|  |  |  | |  |  | | |
|  |  | Collaborative Partner | |  |  | | |
|  |  |  | |  |  | | |
|  | x | Other Title I Schools | |  |  | | |
|  |  |  | |  |  | | |
|  | | | | | | | |
| **Other important characteristics of the school:** | | | | | | | |
| * PHBAO * Four Science Labs (Computer, Earth, Life, and Physical) * Visual Arts for all grades (K-5), * Music: Instrumental/Orchestra and Voice for select students in grades 3-5 * Approximately 10 acres * Partnerships with Brentwood Green and Farmers Market * Parent and Community Volunteers | | | | | | | |

**I****MPACT OF THE PREVIOUS YEAR’S SPSA**

**SPSA EVALUATION**

**Directions:** Review the applicable 2014-2015 expenditures of categorical resources to analyze the alignment of expenditures to the data and the instructional program.If the analysis of the school data indicates minimal or no growth, revisions must be made to the instructional program to ensure annual gains in student achievement. 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **100% Graduation** – Did the school meet the School’s Goal last year? |  | **Yes** |  | **No** |
| If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal. | | | | |
| N/A. There was no goal entered in the 2014-2016 SPSA. | | | | |
|  |  |  |  |  |
| **English Language Arts** – Did the school meet the School’s Goal last year? | X | **Yes** |  | **No** |
| If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal. | | | | |
| The goal of 55% by June 2015 and 60% by February of 2016 were both exceeded: 91.5% and 99.5% respectively. Successful strategies included:   * Professional Development on Effective Instructional Strategies in reading comprehension and writing, Small Group Instruction, and Close Reading * Full Implementation of Common Core and the ELA Instructional Shifts * Grade Level meetings to analyze data, plan, and discuss how to implement instructional strategies. * Use of Teacher Assistants to provide reinforcement and support in ELA to At-Risk students under the supervision of the classroom teachers. * Locally Designed Intervention (Tutoring) * Incorporation of technology to enhance instruction and to allow for differentiation of instruction for diverse learners. | | | | |
|  |  |  |  |  |
| **Mathematics** – Did the school meet the School’s Goal last year? | X | **Yes** |  | **No** |
| If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal. | | | | |
| The goal of 55% by June 2015 and 60% by February of 2016 were both exceeded: 82.5% and 72.4% respectively. Successful strategies included:   * Professional Development on Effective Instructional Strategies in conceptual understanding, Small Group Instruction, and math journal writing * Full Implementation of Common Core and the Mathematical Practices (#1,3,and 4) * Grade Level meetings to analyze data, plan, and discuss how align instruction to the Common Core Standards and new forms of Assessment (SBAC). * Use of Teacher Assistants to provide reinforcement and support in math to At-Risk students under the supervision of the classroom teachers. * Locally Designed Intervention (Tutoring) * Incorporation of technology to enhance instruction and to allow for differentiation of instruction for diverse learners. | | | | |
|  |  |  |  |  |
| **English Learner Programs** – Did the school meet the School’s Goal last year? | X | **Yes** |  | **No** |
| If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal. | | | | |
| Our goals for English Learners for 2014-2016 were:   * Students advancing one CELDT level: 60.6% * EL proficiency would increase to 43.8% * Reclassification rate would be 10%   As of Feb 2016, we have already met and exceeded our goals.   * Students advancing one CELDT level: 66% * EL proficiency has increased to 49% * Reclassification rate as of Feb 2016 is at 22%.   One of the main strategies contributing to the meeting of these goals is organization of classes to include larger groups of ELs rather than smaller groups scattered across the grade level. This has allowed greater monitoring of the EL program, better and more targeted professional development for teachers of ELs, and more targeted monitoring of student progress. The consolidation of EL groups into fewer classes has also better assured that Designated ELD is taught daily. | | | | |
|  |  |  |  |  |
| **Student, Staff, Parent and Community Engagement** – Did the school meet the School’s Goal last year? |  | **Yes** | X | **No** |
| If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal. | | | | |
| The goal for increasing the percentage of parents completing the survey was to increase 40% to 50%. As of June 2015, only 33% completed it. We do not yet have the results for the 2015-2016 School Experience Survey.  The goal for increasing the percentage of parents who feel welcome at BSM was to increase by 5% to 95% As of June 2015, 87% felt welcomed. We do not yet have the results for the 2015-2016 School Experience Survey.  Based on the goals listed, although the school hosts monthly meetings, parent education workshops and other activities for parents, participation in school-related activities still fell short of the goal established. The measures taken include providing timely correspondence in both English and Spanish, utilizing ConnectEd phone messaging, and written correspondence to communicate with parents. In addition, during the 2014-2015 school year there have been 4 parent workshops given on Saturdays during Intervention classes on 2-20-16, 2-27-26, 3-5-16 and 3-12-16.   * The ELAC and Coffee with the Principal informal meetings have been useful in increasing parent engagement and involvement by allowing parents a forum to express their concerns and help inform school administration on where they would like the school to make improvements. * There is still a major concern with distance, transportation, and access to the school. We are not a resident school, and 97% are bused in from all over LAUSD. * While the activities listed in the plan were performed and parent attendance at parent specific events is improving, additional community building efforts need to take place and resources marshalled in order to increase greater parental involvement. | | | | |
|  |  |  |  |  |
| **100% Attendance, Suspension/Expulsion and Non-Cognitive Skills – Did the school meet the School’s Goal last year?** |  | **Yes** | X | **No** |
| If “yes,” identify the strategies that contributed most to meeting the goal. If “no,” identify the main barriers that prevented the school from meeting its goal. | | | | |
| The June 2016 Goal was set at 75% for students, and 60% for staff who will attend school 96% of the time. As of March 2016, we are at 52.6% of students (2016 MiSiS Data) and 71% of staff (2014-15 School Report Card).  Key barriers include:   * Inconsistent attendance monitoring. We have identified attendance auditing measures to use as part of an attendance recovery initiative to recoup as much Average Daily Attendance (ADA) revenue as possible that can be attributed to students arriving at school after having been marked absent but not having their attendance marks changed, and teachers taking attendance daily by 8:45 a.m. * Attendance incentives programs were not implemented in a manner that would drive an increase in average daily attendance rates. * Implementing strong systems for addressing families with attendance challenges has been a barrier as well. * Parents reported concerns of not wanting to leave their children when buses were late, and teachers needed to update attendance from late bus arrivals.   The June 2016 goal was set to reduce number of instructional days lost to suspensions by 1% from 6 days to 5.4 days. As of Feb 2016, we are at 11 days lost to suspension, which is an increase of 45%. | | | | |

**L****AUSD School Review Process Recommendations**

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

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| **WASC Recommendations** |  | **WASC Accreditation Results:** |  | **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:** | | | | |
| **N/A** | | | | |

**C****OMPREHENSIVE 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.

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| **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 |

**C****OMPREHENSIVE 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)?

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| **Who was involved?** | | | | | **What happened?** | **Date(s)** |
|  | | | | | School Site Council looked at recommendations from ELAC and other stakeholders, and additionally reviewed data analysis related to Language Arts, Math, ELD, Behavior, and Attendance. Members discussed the results of the School Report Card and QSII data as well. The SSC then devised proposed expenditures for the 2016-2017 school year. | Dec 7, 2015  Jan 25,2016  Feb 8, 2016  Mar 17 & 30, 2016 |
|  | X | School Site Council | | |
|  | | | | |
|  | | | | |  |  |
|  |  | Departments | | |
|  | | | | |
|  | | | | | English Learner Advisory Committee looked at data related to achievement in Language Arts, Math, ELD, and attendance. Recommendations were made to the SSC on mandatory compliance topics as well as culture and climate. Parents shared their personal experiences with regard to transportation, school-wide positive behavior, and academics.  In addition to presentations of different data, the parents serving on this committee as well as other parents of English only Learners have received an in-depth presentation of the students' achievement levels as they relate to California English Language Development Test (CELDT), California Assessment of Student Performance and Progress (CAASPP/SBAC), District and School-Level Attendance data.  On-going conversations center around the California Common Core State Standards. The implications for rigorous instruction and assessment related to these standards were also included in the data analysis discussions.  Recommendations were submitted to the SSC based on analyzing the current expenditures and deciding which expenditures would best serve the school in closing achievement and opportunity gaps in the 2016-2017 school year. | Dec 1 & 8, 2015  Jan 12, 2016  Feb 2, 2016  Mar 1, 2016 |
|  | X | English Learner Advisory Committee | | |
|  | | | | |
|  | | | | | Grade Level Teams met with the Instructional AP to analyze current data (DIBELS, TRC, and SBAC); identify needs aligned to increasing student achievement; and determine what parts of our plan were working and what parts needed to be redefined. Teachers had opportunities to give opinions, review data, and make suggestions for improvement in our focus, goals, and implementation of the plan. Opportunity for feedback from grade level teams was received on all domains. | Feb 16, 17, 18, 19, 22, 2016 |
|  | X | Grade Level Teams | | |
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|  | | | | |  |  |
|  |  | Professional Learning Community (PLC) | | |
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|  | | | | |  |  |
|  |  | Small Learning Community (SLC) | | |
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|  | | | | |  |  |
|  |  | Vertical Teams | | |
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|  |  | WASC Focus Groups | | |
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|  | | | | | The faculty was able to discuss and review data during PDs that addressed needs of students in Math, English Language Arts, ELD, attendance, and behavior. They were given time to reflect on the current SPSA and provide feedback during “science pod” time.  Instructional Leadership Team reviewed data and tools to promote rigorous and high quality first teaching including strategies to improve teacher practice. ILT helped compile and organize the topics of the Professional Development calendar based on student and instructional needs as well as teacher input from the PD survey request.  The Mental Health & SWPBIS teams looked at referral and behavior data in regards to our School Wide Positive Behavior Support plan. Structures of support and on-going professional development were discussed and developed. | Oct. 13, 2015  Nov 4 & 5, 2015  Jan 14, 2016,  Feb 1, 2016 |
|  | X | Other: | Faculty  Mental Health team  Instructional Leadership Team  SWPBIS Team |  |
|  | | | | |

| **L****os Angeles Unified School District**  **2016-2017 Single Plan for Student Achievement** |
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| **A****CADEMIC GOAL — 100% GRADUATION** |

| **LAUSD Goal:** | **All students will graduate from high school.** |
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| **I. Indicate all data reviewed to address this Academic Goal:** | | | |  | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | Student Grades | |  | School Accountability Report Card (SARC) | |  | | Interim Assessment Blocks (IAB) | | |
|  | | | |  | | | | | | | | | | | | |
|  |  | CELDT / AMAOs | |  | |  | | IEP Goals Data |  | School Quality Improvement Index Report Card |  | | X | | School Experience Survey | |
|  | | | |  | | | | | | | | | | | | |
|  | X | School Report Card | |  | |  | | DIBELS Math |  | Smarter Balanced Assessment Criteria (SBAC) |  | |  | | Publisher’s Assessments | |
|  | | | |  | | | | | | | | | | | | |
|  | X | MyData | |  | | X | | DIBELS |  | Interim Comprehensive Assessment (ICA) |  | |  | | Scholastic Reading Inventory (SRI) | |
|  | | | |  | | | | | | | | | | | | |
|  | X | Other(s): | TRC | | | | | | | | | | | | |  |
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| **II. Based upon the data reviewed, summarize the issues affecting graduation rates at your school:** |
| **K-2 MOY Results**   * In Kindergarten 35% of students scored benchmark on their DIBELS Composite scores. * In 1st Grade 66% of students scored benchmark on their DIBELS Composite scores. * In 2nd Grade 80% of students scored benchmark on their DIBELS Composite scores. 60% scored benchmark on Fluency.   Data indicates that close to 33% of our students are not meeting benchmarks on the DIBELS MOY assessment. Therefore, these students are not demonstrating the early literacy skills needed to continue to develop skills in reading fluency, Phonemic Awareness, segmentation, oral blending, and strategies to decode. Issue:Inconsistency of the implementation of PD strategies and the new standards and shifts in ELA.  **3-5 TRC MOY Results**   * In 3rd grade 57% of students who take TRC assessment scored benchmark or above. * In 4th grade, 66% of students who take the TRC assessment scored benchmark or above. * In 5th grade, 53% of the students who take the TRC assessment scored benchmark or above.   This data indicates that close to 50% or our students in the upper grades are not at grade level on the TRC MOY assessments. Therefore, these students are not demonstrating the skills necessary to read for comprehension and to support their inferences with evidence from the text.  Issue: Inconsistency of the implementation of PD strategies and the new standards and shifts in ELA.  **14-15 Student School Experience Survey Results**   * 49% of students agree “adults at this school talk to them about different college and career choices for the future.” * 21% of students respond that they are unsure of their higher education plans.   This data indicates that over 50% of students do not feel that adults talk to them about different college and career choices for the future which probably contributes to the 21% of students being unsure of their higher education plans. |

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| **III. State the School’s Measurable Objective\*:** | By Spring 2017:   * The percentage of students not meeting the MOY benchmark on the DIBELS assessment will decrease by 5% for 2016-2017 from an average of 33% to 28%. * The percentage of all students responding to the School Experience Survey who agree that adults talk to them about different college and career choices for the future will increase by 10% from 49% to 59%. Students who report that they are unsure of plans will decrease 5% from 21% to 16% as measured on the 2016-2017 survey. |

| **IV. Focus Areas** | **Describe the Evidence-based Strategy(ies) selected to achieve the School’s Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).**  *The school’s narrative must identify and address Significant Subgroups’ needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.* | **On what dates will the Actions begin and end?**  **[mm/dd/yy to mm/dd/yy]** | **How will the school measure the effectiveness of each Action?**    **Identify the title/position of staff responsible.** | **What is the**  **school buying?** | **What is the Budget Item No.?** | | **How much does it cost?** | **What is**  **the FTE?** | **What is**  **the program funding source?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson Planning, Data Analysis, and Professional Development | **The Categorical Program Advisor/Targeted Student Population Coordinator** will provide professional development during and/or beyond the regular school day review. The PD focus will be on:   * A-G requirements with teachers and staff * How to utilize the DIBELS data to drive instruction. * Progress monitoring   The Principal, Assistant Principal and **CPA** will facilitate grade level/Pods meetings. Teachers will be provided the opportunity to collaborate and plan during and/or beyond the regular assignment. Teachers will do:   * Review student work to support teachers in meeting DIBELS and TRC benchmark goals: * Analyze student work and assessment data (DIBELS and TRC) * Identify students at risk of not meeting grade level standards or proficiency in ELA * Help to plan and design differentiated lessons to meet all student sub-groups * Incorporate the strategies that were learned in PD in the lessons and units * Reflect and evaluate lessons and programs to assist in refining plans and actions. * Create Action Plans for implementation to address student needs/deficiencies; * Plan for small group differentiated lessons; * Progress monitoring support and documentation   The **Instructional Leadership Team** (ILT) that includes the **Assistant Principals** and the **Categorical Program Advisor/Targeted Student Population Coordinator** will engage in on going, school wide data analysis. Whole grade action plans will be discussed and developed with a focus on vertical articulation to also inform professional development needs/topics. | Tuesday  Oct 2016  Weekly Sept ‘16 to Jun ‘17  First Fridays of the month Aug ‘16 to Jun ‘17 | The Principal, Assistant Principals (Generic & Instruction), CPA will monitor & review assessment data and grades for effectiveness of instruction and increased student achievement. The Principal and APs will observe instruction and provide feedback to teachers, as well as provide PD.  The Principal, Assistant  Principals (Generic & Instruction) and teachers will review assessment data and review Minutes and Action Plans for effectiveness of instruction and increased student achievement. Teachers will create Action Plans quarterly to address student needs.  Principal, Assistant  Principals (Generic & Instruction), ILT, CPA/TSP will review data, Action Plans, and recommend PD based on instructional needs and teacher input. | CPA | 117360 | | $66,621  (HW-$6,679  RB-$6,679  O-$684) | .5 | 7S046 |
| Effective Classroom Instruction | **Teachers** will engage in rigorous, high quality first instruction to support students in achieving the standards of the grade level using California Standards, Claims, and Practices. Teachers will:   * Implement the ELA shifts * Small group for differentiated instruction * Implement College awareness month activities   **Teacher Assistant 6-hour** will, under the direct supervision of a highly qualified classroom teacher, be strategically placed based on student needs, to provide instructional support in ELA during universal access time. They will also support with:   * Small Group Instruction * Reinforcement of skills to support students in achieving benchmark scores * One to One Assistance * Support Parent Workshops in ELA | Daily Aug ‘16 to Jun ‘17  Oct. 2016  Daily  Aug ‘16 to Jun ‘17 | Principal, Assistant  Principals (Generic & Instruction) will conduct formal and informal class visits provide feedback to teachers, and present PD to address instructional needs.  Principal, Assistant  Principals (Generic & Instruction) will conduct weekly classroom observations to monitor the appropriate use of Teacher Assistants. Teachers will supervise and plan with Teacher Assts. | 6-Hour Teacher Assistant  Salary Increase-SEIU | 107762  40330 | | $16,253  $2,501 |  | 7S046  7S046 |
| Interventions Beyond the Regular School Day and Other Supports | Teachers will identify at-risk students not meeting ELA, Math, and ELD proficiency through DIBELS/TRC/SBAC/ CELDT/Classroom Assessments/Student Work and differentiate their instruction.  **Locally Designed Saturday School Intervention** will be available to students **outside of the regular day** to provide targeted intervention and support to students referred by classroom teachers. Targeted interventions that support accelerated achievement in Language Arts, Math, and ELD will be provided and monitored so as to help students achieve grade level standards in preparation for the next grade level as well as college and career.  A **software license renewal** to Brain Pop will support students both at home and at school with grade level on-line inquiry in multiple subjects and enrichment in multiple content in order to meet and exceed grade level standards/proficiency. | Daily Aug ‘16 to Jun ‘17  Oct ’16 to Dec ‘16 and Jan ’17 to Mar ‘17  Aug ‘16 | Principal, Assistant  Principals, and CPA will review student work and assessment data for student progress.  Principal, Assistant  Principals & CPA/ TSP CRD will monitor Intervention and review data for student progress  Computer Lab Teacher, Principal, and CPA/TSP CRD will monitor the purchases (POs) to ensure materials are aligned to the units of study. Will also review the on-line reports and teacher participation to determine if the program is effective in usage and in improving student achievement. | Software License Renewal | 50243 | $2,500 | |  | 7S046 |
| Building Parent Capacity and Partnership to Support the Academic Goal | The **Categorical Program Advisor (CPA)** will provide parent workshops in the Parent Center to inform parents of A-G requirements. The **Targeted Student Populations Coordinator** **(TSP)** will provide information to parents on criteria for reclassification and how this can impact future English credits in Middle School and High School.  The **Community Representative** assist the CPA/TSP CRD with parent workshops and will provide informational handouts, checklists, posters, and websites to assist parents in becoming more knowledgeable about High School graduation requirements and admission requirements for California State University (CSU), University of California (UC), and other post-secondary educational institutions both public and private. The **Community Representative** will research and request information from educational institutions and trade schools in the area to have on hand for parents’ review.  **Supplemental Instructional Materials (SIM)** will be purchased to support College Awareness Week in. October 2016. Parents will be provided with pamphlets and brochures on A-G requirements. Activities will include presentations and activities about colleges and universities, a door-decorating contest, guest speakers to present to students and parents about the importance of college readiness, realia, and a “Wear Your College Colors” Day. | Oct ‘16  and Apr ‘17  Oct ’16 and Nov ‘16  Oct 2016 | Principal, Assistant  Principals will meet with the CPA, to plan workshops and topics. Will review parent sign-ins for increase in parent involvement and review the parent experience survey and Parent evaluations from each session.  Principal and CPA/  TSP CRD will meet and plan with the Community Rep to ensure compliance and follow through with activities.  Principal, Faculty Advisor, Student Council President will plan activities. Principal will ensure and review purchases. | Community Representative  SIM | 21720  21720  40269 | | $4,709  $7,632  $200 | .5  .5 | 7S046  7E046  7S046 |

| **Los Angeles Unified School District**  **2016-2017 Single Plan for Student Achievement** |
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| **A****CADEMIC GOAL — ENGLISH LANGUAGE ARTS** |

| **LAUSD Goal:** | **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.** |
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| **I. Indicate all data reviewed to address this Academic Goal:** | | | |  | | | | | | | | | | | | |
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|  |  | | Student Grades | |  | School Accountability Report Card (SARC) | | X | | Interim Assessment Blocks (IAB) | | |
|  | | | |  | | | | | | | | | | | | |
|  |  | CELDT / AMAOs | |  | |  | | IEP Goals Data |  | School Quality Improvement Index Report Card |  | |  | | School Experience Survey | |
|  | | | |  | | | | | | | | | | | | |
|  | X | School Report Card | |  | |  | | DIBELS Math | X | Smarter Balanced Assessment Criteria (SBAC) |  | |  | | Publisher’s Assessments | |
|  | | | |  | | | | | | | | | | | | |
|  | X | MyData | |  | | X | | DIBELS |  | Interim Comprehensive Assessment (ICA) |  | |  | | Scholastic Reading Inventory (SRI) | |
|  | | | |  | | | | | | | | | | | | |
|  | X | Other(s): | TRC | | | | | | | | | | | | |  |
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| **II. Based upon the data reviewed, summarize the issues affecting student proficiency in English language arts:** |
| Based on 2014-2015 SBAC data, African American and Hispanic students were least proficient in reading with 48% African American and 43% Hispanic achieving below standard. Also according to SBAC results, current 5th 39% below 47% at or near in Reading. SBAC current 4th 41% below and 44% at or near in Reading.  Based on DIBELS/TRC data: 72% of current Grade 5 students were below or well below benchmark. Grade 4 DIBELS: 52% below; in 1st grade: 42%  and Kinder 53%  The changes in ELA practices to California Common Core Standards bought inconsistencies in teachers’ delivery of instruction and insufficient professional development opportunities in the area of ELA while trying to implement new CCSS strategies into instructional practices.  Previous intervention in ELA did not significantly increase proficiency levels. Changes in current interventions will include the following: identifying effective instructional strategies, small groups, differentiated instruction, re-teach opportunities through the use of technology, and Saturday School.  Based on the SPSA Evaluation, modifications, will be made to intervention program such as time frame, identification, and supplemental materials.  Time for grade levels to collaborate is also necessary. A rearrangement of our science lab schedule to allow for grade level collaboration will be implemented. |

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| **III. State the School’s Measurable Objective\*:** | The number of African American and Hispanic students achieving below standard on SBAC-ELA will decrease by 10% (AA from 48% to 38% and H 43% to 33%) by June 2017. |

| **IV. Focus Areas** | **Describe the Evidence-based Strategy(ies) selected to achieve the School’s Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).**  *The school’s narrative must identify and address Significant Subgroups’ needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.* | **On what dates will the Actions begin and end?**  **[mm/dd/yy to mm/dd/yy]** | **How will the school measure the effectiveness of each Action?**    **Identify the title/position of staff responsible.** | **What is the**  **school buying?** | **What is the Budget Item No.?** | **How much does it cost?** | **What is**  **the FTE?** | **What is**  **the program funding source?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson Planning, Data Analysis, and Professional Development | To support our African American and Hispanic subgroups in all grade levels, we will support the implementation of the California Standards to prepare students for College and Careers for the 21st Century, by providing professional development during Banked Time Tuesdays as well as during and/or beyond regular assignment, the **Principal, Assistant Principals,** and **Categorical Program Advisor,** as well as other staff or experts will facilitate, support and or provide professional development to teachers on the following topics:   * Close Reading to support academic vocabulary development and embed questioning and discussion techniques, * Culturally Linguistic Responsive Education strategies to create opportunities for high student engagement, * Foundational Skills for text reading comprehension, * Classroom Walkthroughs   The Principal, Assistant Principal and **CPA** will facilitate grade level/Pods meetings. Teachers will be provided the opportunity to collaborate and plan during and/or beyond the regular assignment. Teachers will do:   * Review student work to support teachers in meeting DIBELS and TRC benchmark goals: * Analyze student work and assessment data (DIBELS and TRC) * Identify students at risk of not meeting grade level standards or proficiency in ELA * Help to plan and design differentiated lessons to meet all student sub-groups * Incorporate the strategies that were learned in PD in the lessons and units * Reflect and evaluate lessons and programs to assist in refining plans and actions. * Create Action Plans for implementation to address student needs/deficiencies; * Plan for small group differentiated lessons; * Progress monitoring support and documentation | Aug ‘16 to Jun ‘17 during weekly Banked Time PD  Daily for one hour a day from Aug ’16 to Jun ‘17Weekly Aug ‘16 to May ‘17 during Banked Time P.D., grade level meeting time, and monthly ILT Meetings on First Fridays of the month. | Principal, Assistant  Principals (Generic & Instruction), CPA, will conduct weekly classroom observations to monitor the implementation of the PD strategies. Will review student work, assessments and grades for effectiveness. The ILT will review Teacher evaluation forms from each PD provided.  The Principal, Assistant  Principals (Generic & Instruction) and teachers will review assessment data and review Minutes and Action Plans for effectiveness of instruction and increased student achievement. Teachers will create Action Plans quarterly to address student needs. |  |  |  |  |  |
| Effective Classroom Instruction | **Teachers** will engage in rigorous, high quality first instruction to support students in achieving the standards of the grade level using California Standards, Claims, and Practices. Teachers will:   * Implement the ELA shifts * Small group for differentiated instruction * Integrate technology   **6 hour Teacher Assistant** will be strategically placed based on student needs, under the direct supervision of a highly qualified teacher, to provide instructional support in ELA during universal access time. They will also support with:   * Small Group facilitation during Universal Access Time * One to one assistance during ELA   Teachers will be provided with **supplemental instructional materials** to enhance ELA instruction. We will purchase:   * Composition books for journal writing, * Chart paper for cooperative group work for group projects, * Word Books for academic vocabulary * Scholastic Leveled Readers for all grade levels,   Students will continue to use an online program, Scholastic Reading Counts, to support them with awareness of their reading level, personalized LEXILE reading list, and motivation to read in order to practice grade level skills and accelerate below level skills. Enrichment for those above grade level is available to support meeting and exceeding grade level standards/proficiency. Teachers will be able to print classroom reports and provide more specialized progress monitoring than available with the current curriculum.  The **Library Aide** will provide assistance to students and teachers in the school library and perform clerical and computer duties to support the library functions. They will also provide guidance and assistance to students in the selection of books and using other library resources. Will support teacher and students with research skills, reading across genre and develop the love for reading | Daily Aug ‘16 to Jun ‘17  Aug ‘16  to June ‘17  Aug ‘16  to June ‘17  Aug ‘16  to June ‘17  Aug ‘16  to June ‘17 | Principal, Asst Principals will monitor on line Accountability website to ensure upload of required Principal, Assistant  Principals (Generic & Instruction), ILT, will review, analyze, and discuss Teacher feedback forms.  Principal, Assistant  Principals (Generic & Instruction) will conduct weekly classroom observations to monitor the appropriate use of Teacher Assistants. Teachers will supervise and plan with Teacher Assts.  Principal, Asst. Principals, and ILT will ensure and review purchases.  Computer Lab  Teacher, Principal, and ILT will review the on-line reports and teacher participation to determine program effectiveness in improving student achievement.  Principal conduct random Pop Checks in the library to ensure students and teachers are provided with the services. Teachers will provide feedback to Principal for effectiveness | 6-Hour Teacher Assistant  Salary Increase  SEIU  Software License Renewal  Library Aide | 107762  40330  50243  21021 | $16,253  $2,501  $2,400  24,527  -HW  RB  o | .5 | 7S046  7S046  7S046  7S046 |
| Interventions Beyond the Regular School Day and Other Supports | Teachers will identify at risk students not meeting ELA California Standards through DIBELS, Periodic Assessments, Treasure Assessments, and student work. The **Categorical Program Advisor** will organize and monitor Saturday School intervention program. CPA will perform the following duties and tasks during and/or beyond the regular assignment:   * Schedules for intervention /Support in the creating of classes * Keeping accurate records * Inventory of supplemental materials and technology * Maintain time reporting documents * Contact parents * Coordinate schedules * Coordinate and manage permission letters   The Saturday intervention program will focus on reading comprehension and writing. Teachers will use:   * Triumphs from the Treasure’s Component * Locally designed/teacher intervention materials (duplicated) * Scholastic Leveled Readers for all grade levels to reinforce informational text * Online instructional program Scholastic Reading Counts.   Teachers will provide intervention **outside of the regular day** and perform duties to support the Saturday School Intervention Program that include:   * Teaching of focused, targeted, lessons to accelerate the students’ achievement as measured in pre vs. posttests. * Development of pre and post tests * Lesson Planning and review of student work.   **Clerical** will support Saturday School Intervention Program. Will do:   * Filing student data, * Teacher sign-in and payroll support, * Contacting parents, * And other related activities to the intervention program.   **Administrator** will support the Saturday School Intervention Program will include:   * Create classes and Pre and Post ELA Assessments * Monitor the instructional program * Provide parent workshops | Aug ‘16  to June ‘17  Nov. –Dec 2016  Feb-March 2017  Nov. –Dec 2016  Nov. –Dec 2016  Feb-March 2017  Nov. –Dec 2016  Feb-March 2017  Nov. –Dec 2016  Feb-March 2017 | Principal, Assistant  Principals (Generic & Instruction), CPA  And Teachers will monitor student progress by reviewing pre-post test. Conduct classroom interventions  Principal, Assistant  Principals (Generic & Instruction), CPA and Teachers  Principal, Assistant  Principals (Generic & Instruction)  Principal, Assistant  Principals (Generic & Instruction)  Principal, Assistant  Principals (Generic & Instruction), and CPA will review activities before approval | CPA Differential  Other Non Instructional Contract | 11681  50003 | $745  $6,000 |  | 7S046  7S046 |
| Building Parent Capacity and Partnership to Support the Academic Goal | The **Categorical Program Advisor** and **Community Representative** will provide monthly parent trainings during and/or beyond the regular school day to support literacy at home. Parents will be provided information on Close Reading. Parents will be trained on the following topics to support literacy at home:   * Questioning Techniques * Discussion strategies, * Writing strategies * A-G Requirements   Following protocol once a month, the parents will visit classrooms organized by the **Community Representative** and engage in a debriefing session with the **Categorical Program Advisor** and/or **AP in charge of Instruction** to understand effective reading strategies. | Sep ‘16 to Nov ‘16 & Feb ‘17 to Apr ‘17  Sep ‘16 to Nov ‘16 & Feb ‘17 to Apr ‘17 | Principal, CPA, Community Representative  Will collect evaluations to measure effectives of workshops  Principal, Assistant  Principals (Generic & Instruction), CPA, Teachers, and Community Representatives |  |  |  |  |  |

| **Los Angeles Unified School District**  **2016-2017 Single Plan for Student Achievement** |
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| **A****CADEMIC GOAL — MATHEMATICS** |

| **LAUSD Goal:** | **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.** |
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| **I. Indicate all data reviewed to address this Academic Goal:** | | | |  | | | | | | | | | | | | |
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|  |  | | Student Grades | |  | School Accountability Report Card (SARC) | |  | | Interim Assessment Blocks (IAB) | | |
|  | | | |  | | | | | | | | | | | | |
|  |  | CELDT / AMAOs | |  | |  | | IEP Goals Data |  | School Quality Improvement Index Report Card |  | |  | | School Experience Survey | |
|  | | | |  | | | | | | | | | | | | |
|  |  | School Report Card | |  | |  | | DIBELS Math |  | Smarter Balanced Assessment Criteria (SBAC) |  | |  | | Publisher’s Assessments | |
|  | | | |  | | | | | | | | | | | | |
|  | X | MyData | |  | |  | | DIBELS |  | Interim Comprehensive Assessment (ICA) |  | |  | | Scholastic Reading Inventory (SRI) | |
|  | | | |  | | | | | | | | | | | | |
|  |  | Other(s): |  | | | | | | | | | | | | |  |
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| **II. Based upon the data reviewed, summarize the issues affecting student proficiency in mathematics:** |
| Using 14-15 SBAC data for 3-5th graders, we see the following:   * 59% of 3rd graders scored in the “Not/Nearly Met Standard” range. * 67% of 4th graders scored in the “Not/Nearly Met Standard” range. * 71% of 5th graders scored in the “Not/nearly Met Standard” range.   This data reflects that well over 50% of our students are not demonstrating math proficiency as assessed on the SBAC battery of Math tests. In considering the factors affecting these results, stakeholders reflected on whether or not some of this may be as a result of lack of technology skills. Students may be having trouble with the interface of the math test itself. Still, emphasis on supporting access and instruction in Math claims knowledge and math practice is necessary school-wide.  Upon further discussion, stakeholders also felt that time for grade level vertical teams to meet and discuss the standard of the previous and next grade level would be important to provide. Teaching grade level math content must be with the goal of mastery and not just exposure to the content. The understanding is that math skills build on each other and, therefore, the elementary curriculum must be looked at as a continuum and a whole. Further, emphasis on the Math Practices becomes just as important as emphasis on content since the practices represent fundamental cognitive shifts that children must make in the way they think, understand, and approach math problems. |

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| **III. State the School’s Measurable Objective\*:** | By June 2017.In grade levels 3-5, the percent of students scoring in the “Not/Nearly Met Standard” on the SBAC-Math will decrease by 10 percentage points from:  59% to 49% in 3rd  67% to 57% in 4th and  71% to 61% in 5th |

| **IV. Focus Areas** | **Describe the Evidence-based Strategy(ies) selected to achieve the School’s Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).**  *The school’s narrative must identify and address Significant Subgroups’ needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.* | **On what dates will the Actions begin and end?**  **[mm/dd/yy to mm/dd/yy]** | **How will the school measure the effectiveness of each Action?**    **Identify the title/position of staff responsible.** | **What is the**  **school buying?** | **What is the Budget Item No.?** | **How much does it cost?** | **What is**  **the FTE?** | **What is**  **the program funding source?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson Planning, Data Analysis, and Professional Development | **The Categorical Program Advisor**, **the AP in charge of Instruction,** and **Local District West Personnel (**by invitation) will support and conduct Professional Development, held during the school day or beyond the regular day to focus on supporting our key strategies. Professional Development topics will include:   * Effective instructional strategies * Small group instruction * Analyzing data * Math Practices (1 & 3) * Depth of Knowledge * Math Journal Writing * Student centered, higher order thinking, questioning, and learning. * Singapore Math techniques and strategies   The Principal, Assistant Principal and **CPA** will facilitate grade level/Pods meetings. Teachers will be provided the opportunity to collaborate and plan during and/or beyond the regular assignment. Teachers will do:   * Review student work to support teachers in meeting DIBELS and TRC benchmark goals: * Analyze student work and assessment data (DIBELS and TRC) * Identify students at risk of not meeting grade level standards or proficiency in Math * Help to plan and design differentiated lessons to meet all student sub-groups * Incorporate the strategies that were learned in PD in the lessons and units * Reflect and evaluate lessons and programs to assist in refining plans and actions. * Create Action Plans for implementation to address student needs/deficiencies; * Plan for small group differentiated lessons; * Progress monitoring support and documentation * Develop student-centered projects that engage children in exploration and application of Math standards, | Weekly from Aug ’16 to Jun ’17 during PD Tues.  Daily for one hour a day from Aug ’16 to Jun ‘17Weekly Aug ‘16 to May ‘17 during Banked Time P.D., grade level meeting time, and monthly | Principal, Assistant  Principals (Generic & Instruction), CPA, and Instructional Leadership Team will monitor the effectiveness of Math PD’s by analyzing feedback surveys and monitoring classroom implementation during walkthroughs. Teachers will receive targeted feedback from CCSS-aligned classroom observation forms. Teachers will support one another as well during their weekly collaboration meetings.  The Principal, Assistant  Principals (Generic & Instruction) and teachers will review assessment data and review Minutes and Action Plans for effectiveness of instruction and increased student achievement. Teachers will create Action Plans quarterly to address student needs. |  |  |  |  |  |
| Effective Classroom Instruction | Brentwood Science Magnet will provide a rigorous instructional program that supports the implementation of the California Common Core Standards to accelerate proficiency for our socially and economically disadvantaged students, Standard English Learners (SELs) English Learners (ELs) students with disabilities (SWD). Teachers will:   * Implement the Math practices * Small group for differentiated instruction * Integrate technology-**Technology** will be an integral part of classroom instruction including the use of wi-fi enabled **lap tops, and projectors, and document readers** that teachers can use to demonstrate lessons, provide extended examples, and support student engagement.   **6 hour Teacher assistant** will work under the discretion of highly qualified teachers to provide reinforcement and support in Math to students. Their assignment will involve working one-on-one and with small groups to promote increased student achievement. **TA**s will be placed based on student data, primary language support, and highest need.  Students will be provided with **Supplemental Instructional Materials** to support a rigorous, high quality first instruction including:   * Leveled readers * Manipulatives * Realia * Math journals will be provided to allow students the opportunity to write on a variety of Math related topics and to show their thinking and understanding proving with evidence why their results are appropriate. * Teacher created duplicated materials   **Computer labs** will be accessible to teachers and students for intervention and assessment using online programs to support accelerated understanding of Math standards and effective practices. | Daily from Aug ’16 to Jun ‘17  Daily from Aug ’16 to Jun ‘17  Daily from Aug ’16 to Jun ‘17 | Principal, Assistant  Principals (Generic & Instruction), Technology Coordinator and Instructional Leadership Team will monitor effective classroom instruction by visiting classrooms weekly and offering relevant, timely feedback on instructional practices. Teachers will support one another as well during their weekly collaboration meetings  Principal, Assistant  Principals (Generic & Instruction) will monitor effective use of instructional assistants and will provide job-specific TA training to all TA’s.  Principal, Assistant Principals, and ILT will monitor that materials bought are effectively used in the classroom by conducting informal classroom visits and reviewing teacher surveys. | Teacher Assistants (2 positions)  Sal Increase  Other Non Instructional Contract | 107762  40330  50003 | $32,506  $5,002  $6,000 | 2.0 | 7S046  7S046  7S046 |
| Interventions Beyond the Regular School Day and Other Supports | At-risk students will receive intensive Math instruction with locally designedintervention **outside of the regular day**. Before each program begins, teachers will administer pre-assessments to determine each student’s performance level on the essential math practices. Students will be grouped for each program according to multiple measures including SBAC results, curricular tests, and report card grades.  During intervention sessions, teachers will develop academic vocabulary with word walls and realia that include multi-leveled questioning to build critical thinking leading to more instructional conversations.  The **Categorical Program Advisor** will organize and monitor Saturday School intervention program. CPA will perform the following duties and tasks during and/or beyond the regular assignment:   * Schedules for intervention /Support in the creating of classes * Keeping accurate records * Inventory of supplemental materials and technology * Maintain time reporting documents * Contact parents * Coordinate schedules * Coordinate and manage permission letters   The Saturday intervention program will focus on reading comprehension and writing. Teachers will use Locally designed/teacher intervention materials (duplicated)  Teachers will provide intervention **outside of the regular day** and perform duties to support the Saturday School Intervention Program that include:   * Teaching of focused, targeted, lessons to accelerate the students’ achievement as measured in pre vs. posttests. * Development of pre and post tests * Lesson Planning and review of student work. * Interim Assessment Blocks in math will be used to provide extra practice and more interface with the testing including use of **lap tops, iPads, and desktop computers** * To supplement the use of the Interim Assessment Blocks in ELA and Math, a **software license renewal** for Brain Pop and Type to Learn will provide keyboarding awareness and practice in order to complete the performance actions and tasks required by the IABs.   **Clerical** will support Saturday School Intervention Program. Will do:   * Filing student data, * Teacher sign-in and payroll support, * Contacting parents, * And other related activities to the intervention program.   **Administrator** will support the Saturday School Intervention Program will include:   * Create classes and Pre and Post ELA Assessments * Monitor the instructional program * Provide parent workshops | Nov. –Dec 2016  Feb-March 2017  Nov. –Dec 2016  Feb-March 2017  Nov. –Dec 2016  Feb-March 2017  Nov. –Dec 2016  Feb-March 2017  Nov. –Dec 2016  Feb-March 2017 | Principal, Assistant  Principals (Generic & Instruction), and Teachers will monitor effectiveness of intervention by analyzing pre- and post-intervention assessments and feedback surveys.  Principal will meet with CPA to discuss activities and review student data for effectiveness  Principal will conduct classroom observations and pre-post test for effectiveness  Principal will meet with clerical staff to review activities before approval  Principal, Assistant  Principals (Generic & Instruction), and CPA will review activities before approval | Software License Maintenance | 50243 | $100 |  | 7S046 |
| Building Parent Capacity and Partnership to Support the Academic Goal | **Categorical Program Advisor** will analyze the Math results of the 15-16 SBAC assessments and communicate these to parents. The CPA will also provide Parent Workshops on A-G requirements in Math.  **AP in charge of Instruction** will conduct parent workshops on Math Standards, Claims, and Practices.  **Technology Coordinator and Testing Coordinator** will provide parent workshops on the use of technology to support Math instruction.  **Community Representative** will have additional information in the Parent Center like State Math Standards, Math Framework, Math Claims and Math Practices as well as websites to SBAC and curricular support for the parents to review and increase their knowledge. | Saturdays, Sep ’16 to Nov ‘16  Saturdays, Sep ’16 to Nov ‘16  Saturdays, Sep ’16 to Nov ‘16  Monthly, Aug ‘16 to Jun ‘17 | Principal, Assistant  Principals (Generic & Instruction), CPA, and Community Reps will monitor implementation through parent feedback surveys.  Principal, Assistant  Principals (Generic & Instruction), CPA, and Community Reps will monitor implementation through feedback surveys.  Principal, Assistant  Principals (Generic & Instruction), Technology Coordinator and Testing Coordinator will monitor implementation through feedback surveys.  Principal, Assistant  Principals (Generic & Instruction), CPA, and Community Reps will monitor implementation through feedback surveys. |  |  |  |  |  |

| **Los Angeles Unified School District**  **2016-2017 Single Plan for Student Achievement** |
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| **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.** |
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| **I. Indicate all data reviewed to address this Academic Goal:** | | | |  | | | | | | | | | | | | |
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|  |  | | Student Grades | |  | School Accountability Report Card (SARC) | |  | | Interim Assessment Blocks (IAB) | | |
|  | | | |  | | | | | | | | | | | | |
|  | X | CELDT / AMAOs | |  | |  | | IEP Goals Data |  | School Quality Improvement Index Report Card |  | |  | | School Experience Survey | |
|  | | | |  | | | | | | | | | | | | |
|  | X | School Report Card | |  | |  | | DIBELS Math | X | Smarter Balanced Assessment Criteria (SBAC) |  | |  | | Publisher’s Assessments | |
|  | | | |  | | | | | | | | | | | | |
|  | X | MyData | |  | |  | | DIBELS |  | Interim Comprehensive Assessment (ICA) |  | |  | | Scholastic Reading Inventory (SRI) | |
|  | | | |  | | | | | | | | | | | | |
|  | X | Other(s): | CDE Data Quest | | | | | | | | | | | | |  |
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| **II. Based upon the data reviewed, summarize the issues affecting English learners’ proficiency in the core curriculum:** |
| AMAO 1 Percentage of ELs Making Annual Progress in Learning English (increase in one overall CELDT level per year)  66.2% of students tested with the CELDT met growth target, a drop of 7.4% from the 2014-2015 academic year.  AMAO 2 Percentage of ELs Attaining the English Proficient Level on the CELDT (Meeting criteria for Reclassification)  49% of ELs met the criteria for Fluent English Proficiency.  LTELS:  In 2014-15 17.1% of ELs were considered LTELs and in 15-16, 15.6% of ELs were considered LTELs.  The following issues affected our CELDT results: (1) limited intervention opportunities for ELs and (2) transition to the new ELD standards and need for more professional on Designated/Integrated ELD. |

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| **III. State the School’s Measurable Objective\*:** | By June 2017, the percentage of EL students who make progress on CELDT will increase by 5%, from 66% to 71%.  By June 2017, the percentage of EL students who score proficient on CELDT will increase by 5%, from 49% to 54%.  By June 2017, ELs considered LTELs will decrease by 3%, from 15% to 12%. |

| **IV. Focus Areas** | **Describe the Evidence-based Strategy(ies) selected to achieve the School’s Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).**  *The school’s narrative must identify and address English Learners’ needs. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.* | **On what dates will the Actions begin and end?**  **[mm/dd/yy to mm/dd/yy]** | **How will the school measure the effectiveness of each Action?**    **Identify the title/position of staff responsible.** | **What is the**  **school buying?** | **What is the Budget Item No.?** | **How much does it cost?** | **What is**  **the FTE?** | **What is**  **the program funding source?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson Planning, Data Analysis, and Professional Development | The **Targeted Student Program Advisor** will provide professional development to teachers regarding:   * Conducting an effective CELDT assessment * Reclassification criteria * Integrated and Designated ELD lessons * Conversation Norms and Tools * ELD Smart Start Lessons * Use of the Student Progress Form (SPF) * CA ELD Standards * High Impact Practices * EL Grading * Acceleration of Language Skills to support LTELs * RFEP monitoring and interventions.   Staff members will also attend **Conferences** that support our key strategies and PD foci in order to address the needs of our ELs. Teachers will attend CABE and UCLA’s With Different Eyes conference.  Teachers will meet in teams to analyze data, plan, conduct lesson studies, and to attend professional development **during the regular instructional day**. | Monthly observations from Aug ’16 to Jun ’17 to guide PD development  Sep ‘16 Feb. ‘17, Mar ‘17  Aug ‘16 to Jun ‘17 | Principal, Assistant  Principals (Generic & Instruction), CPA, and Community Reps will monitor implementation through feedback surveys.  Principal will meet with staff attending conferences to review expectations of returning and providing PD on the strategies learned. The conferences will be aligned to the school’s targeted foci.  Principal and APs will provide time to analyze data and create action plans. | Conf. Attendance | 50080 | $500. |  | 7S176 |
| Effective Classroom Instruction | The **Targeted Student Populations Advisor** will support the school in the organization of classes as required by The Master Plan and Agreement with the Office of Civil Rights. Students will be grouped by ELD level in order to maximize their instruction.  Teachers of English Learners will provide daily, high-quality Designated English Language Development as required by The Master Plan with supports in How English Works.  **Targeted Student Populations Advisor** will collect ELD Schedules and monitor the implementation and quality of the program.  **AP in charge of Instruction and the Targeted Student Populations Coordinator** will support Teachers of 100% ELs to engage with other grade level colleagues to reorganize classes into heterogeneous groups for Integrated ELD in the different content areas. The **Targeted Student Populations Advisor** will collect heterogeneous group schedules and monitor the implementation and quality of the program.  The **Targeted Student Populations Advisor** will support teachers of ELs to use DIBELs data to determine small groups for targeted, accelerated instruction and will plan for aimed instruction to support students toward reclassification.  **6-hour TA**s will, under the direct supervision of a highly qualified classroom teacher, be strategically placed based on student needs, to provide instructional support in Designated and Integrated ELD. They will also support with:   * Small Group facilitation * Reinforcement of skills to support students in achieving benchmark scores * One-to-One Assistance | August ‘16  Daily- Aug ’16 thru Jun ‘17  Sep ‘16  Nov ‘16  Mar ‘17  Sep ‘16  Daily from Aug ’16 to Jun ‘17 | Principal, Assistant  Principals (Generic & Instruction), and TSP  Principal, Assistant  Principals (Generic & Instruction), with formal and informal observations monthly; TSP informal observation  TSP will request schedules from teachers at least three times a year, and monitor the program with Principal, Assistant  Principals (Generic & Instruction)  Principal, Assistant  Principals (Generic & Instruction), TSP and Grade Level Teams with CELDT and DIBELS data from previous and current year.  Principal, Assistant  Principals (Generic & Instruction) will monitor effective use of instructional assistants and will provide job-specific TA training to all TA’s. | 6-hour Teacher Assistant |  |  |  |  |
| Interventions Beyond the Regular School Day and Other Supports | Using the English Learner Rosters and other databases, the **Targeted Student Populations Coordinator** will be able to determine the students who are ready to reclassify, students who are not making adequate progress in the CELDT, students who are LTELs or potential LTELs, and RFEPs who are not making adequate progress. The **Targeted Student Populations Advisor** will provide printed reports to teachers to support interventions in the classroom. The **TSP** together with the classroom teacher will work to identify and recommend students to LAT to discuss interventions and potential supports.  Targeted intervention will be provided on **Saturday**s with a highly qualified teacher to support the skills assessed on the CELDT, DIBELs, and report card. Targeted intervention will be provided on Saturdays with a highly qualified teacher to support the skills of How English Works. Targeted intervention will be provided on Saturdays with a highly qualified teacher to support high impact practices for ELs. | Nov ‘16  Feb ’17 Mar ‘17  May ‘17  Feb ’17 to Mar ‘17 | TSP, Classroom Teachers, LAT Team, Principal, Assistant  Principals (Generic & Instruction) using EL Rosters and other databases  Highly Qualified Teachers, TSP, Principal, Assistant  Principals (Generic & Instruction), with pre tests and post tests. |  |  |  |  |  |
| Building Parent Capacity and Partnership to Support the Academic Goal | **Targeted Student Populations Coordinator** will conduct parent meetings and workshops in the Parent Center and computer lab to help parents understand   * The Master Plan and EL Program * California English Language Development Standards (CELDS) * Designated vs. Integrated ELD instruction * Reclassification Criteria * How to read an individual CELDT report * “What is an LTEL?” * How to support an RFEP student at home   **Community Representative** will provide outreach services to parents, coordinate parent volunteers, keep the Parent Center inviting, welcoming, and as an instructional support and resource for parents on campus. Community Representative will support in the distribution of parent flyers, translation, and serve as a liaison to our local and magnet community. | Monthly from Sep ‘16 to Jun ’17.  Daily  Sep ’16 to Jun ‘17 | TSP, Community Rep, Principal, Assistant  Principals (Generic & Instruction) with school data and district information and feedback from parent surveys.  TSP, Community Rep, Principal, Assistant  Principals (Generic & Instruction) with school data and district information and feedback from parent surveys. |  |  |  |  |  |

| **Los Angeles Unified School District**  **2016-2017 Single Plan for Student Achievement** |
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| **C****ULTURE 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.** |
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| **I. Indicate all data reviewed to address this Culture & Climate Goal:** | | | |  | | | | | | | | | | | | |
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|  |  | | Student Grades | |  | School Accountability Report Card (SARC) | |  | | Interim Assessment Blocks (IAB) | | |
|  | | | |  | | | | | | | | | | | | |
|  |  | CELDT / AMAOs | |  | |  | | IEP Goals Data |  | School Quality Improvement Index Report Card |  | | X | | School Experience Survey | |
|  | | | |  | | | | | | | | | | | | |
|  | X | School Report Card | |  | |  | | DIBELS Math |  | Smarter Balanced Assessment Criteria (SBAC) |  | |  | | Publisher’s Assessments | |
|  | | | |  | | | | | | | | | | | | |
|  |  | MyData | |  | |  | | DIBELS |  | Interim Comprehensive Assessment (ICA) |  | |  | | Scholastic Reading Inventory (SRI) | |
|  | | | |  | | | | | | | | | | | | |
|  | X | Other(s): | School-based data | | | | | | | | | | | | |  |
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| **II. Based upon the data reviewed, summarize the issues affecting culture, climate, and engagement for students, staff, parents and community:** |
| (SQII, School Experience Survey, School Report Card) |

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| **III. State the School’s Measurable Objective\*:** | By June 2017, increase the percentage of participation rates on the staff’s portion of the School Experience Survey to meet or exceed those of the district (at least a 75% participation rate). |

| **IV. Focus Areas** | **Describe the Evidence-based Strategy(ies) selected to achieve the School’s Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).**  *The school’s narrative must identify and address Significant Subgroups’ needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.* | **On what dates will the Actions begin and end?**  **[mm/dd/yy to mm/dd/yy]** | **How will the school measure the effectiveness of each Action?**    **Identify the title/position of staff responsible.** | **What is the**  **school buying?** | **What is the Budget Item No.?** | **How much does it cost?** | **What is**  **the FTE?** | **What is**  **the program funding source?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student, Staff, Parent Engagement | Continue to provide opportunities for Parents, Students, and Staff to engage in meaningful interactions both in formal and informal settings including:   * Parent Conferences * STEAM Nights * Coffee with the Principal * Volunteer Tea * School Report Card * Parent workshops * English Learner Advisory Committee * School Site Council * Local School Leadership * Friends of Brentwood (Booster club)   To encourage stakeholders to complete and participate in the School Experience Survey we will,   * Provide time in faculty meeting, * Friendly reminders * Collect confirmation * Provide computer lab time for parent and other electronic devices * Provide support for parents * Allocate time in the classroom for students to complete their surveys | Monthly Aug ’16 to Jun ‘17  Spring 2017 | Principal, Assistant Principals (Generic and Instructional), Community Rep, CPA, TSP, Grade Level Chairs, measured by parent participation (sign-ins), and parent feedback surveys.  Principal, Assistant Principals (Generic and Instructional) measured by parent, staff and student participation rates. |  |  |  |  |  |
| Student, Staff, Parent Communication | Continue to perform outreach to stake holders with:   * Connect Ed phone calls, * School website, * Parent newsletter, * Teacher bulletin, * Monthly flyers of workshops, * Personal phone calls. | Weekly  Aug ’16 to Jun ‘17 | Principal, Assistant Principals (Generic and Instructional), Community Rep, CPA, TSP as measured by parent participation and feedback surveys |  |  |  |  |  |

| **Los Angeles Unified School District**  **2016-2017 Single Plan for Student Achievement** |
| --- |
| **S****OCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS** |

| **LAUSD Goal:** | **100% Attendance** |
| --- | --- |

| **I. Indicate all data reviewed to address this Social/Emotional Goal:** | | | |  | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | Student Grades | | X | School Accountability Report Card (SARC) | |  | | Interim Assessment Blocks (IAB) | | |
|  | | | |  | | | | | | | | | | | | |
|  |  | CELDT / AMAOs | |  | |  | | IEP Goals Data | X | School Quality Improvement Index Report Card |  | | X | | School Experience Survey | |
|  | | | |  | | | | | | | | | | | | |
|  | X | School Report Card | |  | |  | | DIBELS Math |  | Smarter Balanced Assessment Criteria (SBAC) |  | |  | | Publisher’s Assessments | |
|  | | | |  | | | | | | | | | | | | |
|  | X | MyData | |  | |  | | DIBELS |  | Interim Comprehensive Assessment (ICA) |  | |  | | Scholastic Reading Inventory (SRI) | |
|  | | | |  | | | | | | | | | | | | |
|  | X | Other(s): | MISIS and Behavior Referrals | | | | | | | | | | | | |  |
|  | |  | |  | | | | | | | | | | | | |

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| **II. Based upon the data reviewed, summarize the issues affecting student attendance, suspension/expulsion, and non-cognitive skills:** |
| Brentwood Science Magnet has been facing challenges with regard to student behavior. In the 2015-2016 school year, approximately 45 students were identified as needing Tier 3 supports for classroom, bus, and general school behavior. With a population of 869 students, the identification of 45 students is just above the 5% RtI norm for Tier 3. Of these 45 students, # (%) are concentrated in lower grades K-2.  Many of these behaviors include running out of class, violence toward other students, direct defiance of the teacher, refusal to do work, and difficulty with authority. As of February 2016, Single Student Suspension rate was 0.69% with 11 days of instruction lost to suspension.  Upon review of our referral data, we have been able to identify several factors that contribute to these behaviors. As a result, the stakeholders of BSM agree that a multi faceted, student-centered approach is necessary from student engagement in well planned, rigorous, age-appropriate grade level classroom lessons to parent and family outreach. |

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| **III. State the School’s Measurable Objective\*:** | The number of instructional days lost to suspension will drop 10% from 11 days to 10 by June 2017 measured by monthly reports on MyData |

| **IV. Focus Areas** | **Describe the Evidence-based Strategy(ies) selected to achieve the School’s Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies).**  *The school’s narrative must identify and address Significant Subgroups’ needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.* | **On what dates will the Actions begin and end?**  **[mm/dd/yy to mm/dd/yy]** | **How will the school measure the effectiveness of each Action?**    **Identify the title/position of staff responsible.** | **What is the**  **school buying?** | **What is the Budget Item No.?** | **How much does it cost?** | **What is**  **the FTE?** | **What is**  **the program funding source?** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Lesson Planning, Data Analysis, and Professional Development | **The Targeted Student Populations Coordinator, the Categorical Programs Advisor, the AP in charge of Instruction, and/or an Instructional Expert** will provide the following Professional development to teachers during and/or beyond the regular assisgnment:   * Culturally Relevant and Responsive Education * Second Step * Restorative Justice strategies * Classroom Management | Weekly on Tuesday PD, Aug ‘16 to Jun ‘17 | Principal, Assistant  Principals (Generic & Instruction), and Instructional Leadership Team will monitor effective classroom instruction by visiting classrooms weekly and offering relevant, timely feedback on instructional practices. Teachers will support one another as well during their weekly collaboration |  |  |  |  |  |
| Social / Emotional Interventions | **School Psychologist** will provide professional development for teachers on the testing of children to screen for processing problems and errors, how to recognize if the child is having a processing issue, how to help a child cope with a processing issue.  **Nurse** will provide ongoing professional development to teachers on childhood diseases and ailments. How to recognize common sicknesses like flu, colds, how to prevent the spread of germs in the classroom, district policy on lice, ringworm, and impetigo and how these can affect overall health and ability to learn.  **Psychiatric Social Worker** will provide professional development on some of the stressors affecting students at school. Homelessness, drug abuse, gang affiliation, violence, and poverty. Professional development will center on how to support students in crisis and how to maintain a safe, productive, and supportive environment for these students.  **School Counselor** will provide professional development on stress and its affect on a child’s learning, brain-based techniques for teaching and learning, how to support parents and students during difficult times, and how to support better attendance | Daily, Aug ’16 to Jun ‘17  Daily, Aug ’16 to Jun ‘  Daily, Aug ’16 to Jun ‘17  Daily, Aug ’16 to Jun ‘17  Daily, Aug ’16 to Jun ‘17 | Principal and APs will monitor effectiveness through the evaluation process and through feedback surveys.  Principal and APs will monitor effectiveness through the evaluation process and through feedback surveys.  Principal and APs will monitor effectiveness through the evaluation process and through feedback surveys.  Principal and APs will monitor effectiveness through the evaluation process and through feedback surveys. | School Psychologist  Nurse  PSW | 13222  12106  13114 | $59,817  $90,724  $118,449 | .5  .8  1.0 | 7S046  7S046  7S046 |
| Building Parent Capacity and Partnership to Support the Social / Emotional Goal | **School Psychologist** will provide workshops for parents in the Parent Center that will focus on cognitive…  **Nurse** will provide workshops for parents in the Parent Center regarding the most common reasons for childhood illness at school and disseminate information on District Policy regarding missing school due to illness.  **Psychiatric Social Worker** will provide support to parents with phone calls or face-to-face meetings to support students in making better behavior choices so as to avoid suspension and expulsion. Also facilitate parent workshops on Positive Behavior  **School Counselor** will provide workshops for parents in the Parent Center regarding stress, sleep, and attendance. Counselor can also provide brain-based techniques for helping children remain calm so that they can cope appropriately with daily routines and academic demands. | Monthly, Aug ‘16 to Jun ‘17.  Monthly, Aug ‘16 to Jun ‘17.  Monthly, Aug ‘16 to Jun ‘17.  Monthly, Aug ‘16 to Jun ‘17. | Principal, APs, and Community Reps will monitor implementation through feedback surveys given at each workshop and through the parent satisfaction surveys given once per year.  Principal, APs, and Community Reps will monitor implementation through feedback surveys given at each workshop and through the parent satisfaction surveys given once per year.  Principal, APs, and Community Reps will monitor implementation through feedback surveys given at each workshop and through the parent satisfaction surveys given once per year.  Principal, APs, and Community Reps will monitor implementation through feedback surveys given at each workshop and through the parent satisfaction surveys given once per year. |  |  |  |  |  |

# TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 (PI—Section 1116)

**COMPONENTS FOR IMPLEMENTATION**

|  |  |  |
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| 1. **Comprehensive needs assessment:** Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications. Describe the comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1). | | |
| To determine whether or not school objectives were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the SPSA Evaluation. 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 addressed in Section II of all Goal pages. | | |
| 1. **Schoolwide reform strategies:** Describe the instructional strategies and initiatives in the comprehensive plan that are based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school. | | |
| Schoolwide reform strategies are described in Section IV of all Goal pages. | | |
| 2a. Describe the strategies to be utilized to meet the educational needs of historically underserved populations (migrant students, homeless students, American Indian students, and foster youth). | | |
| **The following strategies will be utilized to meet the educational needs of Migrant Students:**   * Address the needs of migrant students in the Single Plan for Student Achievement. * Ensure that the Migrant Education Program (MEP) *Family Work Questionnaire* is part of the enrollment packet. * Complete the Intervention Services Survey. * Conduct the initial assessment of the migrant student using the MEP Individual Learning Plan (MEP ILP). * Arrange a Parent/Teacher conference to discuss the student’s MEP ILP. * Record the MEP ILP in the student’s cumulative record. * Implement the Migrant Education Purple Folder. * Monitor documentation requirements for migrant students. * Address the individual student’s needs through the recommended services noted on the MEP ILP. * Provide an in-service on the Migrant Education Program. (Please contact the MEP Office for assistance with in-service). * The Principal will designate a certificated staff member to be the MEP school contact person. The contact person will be the: | | |
|  | Categorical Program Advisor/TSP |  |
|  | (certificated position/title) |  |
| **The following strategies will be utilized to meet the educational needs of Homeless Students:**   * Ensure that the Student Residency Questionnaire is included in every school enrollment packet. * Make sure that The Student Residency Questionnaire is also disseminated annually to account for students who become homeless after initial enrollment. * Assure that any Student Residency Questionnaires identifying homeless students are faxed to the Homeless Education Program for services immediately upon receipt. * Each principal shall designate an administrator to serve and be responsible as the School Site Homeless Liaison or oversee a designee to ensure that procedures related to homeless students are implemented appropriately. The designated person will ensure adherence to current District policy regarding the enrollment of homeless children and youth in schools and ensure that these students receive services at the school site and from The Homeless Education Program. The school designee is the: | | |
|  | PSW |  |
|  | (certificated position/title) |  |
| **The following strategies will be utilized to meet the educational needs of American Indian Students:**   * The Title VII Student Eligibility certification form will be included in the school’s enrollment packet and the contact person to assure that American Indian students receive services is the: | | |
|  | CPA/TSP |  |
|  | (certificated position/title) |  |
| **The following strategies will be utilized to meet the educational needs of Foster Youth:**   * A Foster Youth Achievement Counselor will be assigned to each school by the District to conduct a comprehensive academic assessment for each foster youth, develop an individual success plan, provide ongoing intensive case management, ensure equitable access to resources, advocate for the educational rights of foster youth, and promote school stability. The principal designates a contact person at each school as the Foster Youth Liaison. The school designee is the: | | |
|  | Counselor |  |
|  | (certificated position/title) |  |
| 1. **Instruction by highly qualified teachers:** Describe how the District ensures that all teachers of core academic subjects and instructional paraprofessionals meet the qualifications required by section 1119. | | |
| The District provides an annual report to the California Department of Education and the Los Angeles County Office of Education regarding all teachers and/or paraprofessionals that do not meet NCLB requirements. In addition, the District develops plan(s) of action to remedy non-compliance issues related to any individual(s) found not meeting NCLB requirements. In addition, the District conducts an ongoing assignment monitoring audit cycle of all schools to ensure that all teachers and paraprofessionals are correctly assigned. A complete assignment monitoring audit cycle takes place over a four-year period. Each year, twenty-five percent of District schools are audited. By the end of the four-year cycle, all District schools have been audited and the cycle repeats. | | |
| 1. **High-quality and ongoing professional development:** Describe the high-quality and ongoing professional development provided for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards. | | |
| High quality and ongoing professional development is described in Section IV of all Goal pages at the rows entitled “Professional Development.” | | |
| 1. **Strategies to attract highly qualified teachers to high-need schools:** Describe the strategies used by the District to attract high-quality, highly qualified teachers to high-need schools including recruitment efforts to ensure that core academic subject areas are staffed with high-caliber teachers. | | |
| 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 NCLB. 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 NCLB compliant in all subjects taught. | | |
| 1. **Strategies to increase parental involvement:** Describe strategies used to increase parental involvement in accordance with section 1118, such as family literacy services. | | |
| Strategies to increase parental involvement are described in Section IV of all Goal pages at the rows entitled “Building Parent Capacity and Partnership to Support the Academic Goal,” as well as throughout the Culture and Climate Goal pages. | | |
| 1. **Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:** 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: | | |
| Kindergarten orientation on the first day of school. | | |
| 1. **Measures to include teachers in decisions regarding the use of academic assessments:** Describe how teachers are included in the decisions regarding the use of academic assessments that provide information on and that improve student achievement and the overall instructional program. | | |
| Teachers are involved in the following activities that facilitate their inclusion in decisions regarding the use of academic assessments:   * Training on the use of MyData to determine the progress of their students on periodic assessments and annual assessment scores * The development of assessments based on their lessons * Collaboration among grade levels and departments on the assessment results and developing lessons * Providing intervention for students not meeting grade-level standards on the assessments | | |
| 1. **Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** Describe activities taken to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely additional assistance which include measures to ensure that students' difficulties are identified on a timely basis and provided sufficient information on which to base effective assistance. Describe how the school provides increased learning time to underperforming students outside the school day. (Include intervention programs provided before school, during the school day, after school, and on Saturdays.) | | |
| Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely assistance are described in Section IV of the 100% Graduation Goal, English Language Arts Goal, Mathematics Goal, and English Learner Programs Goal pages at the rows entitled “Interventions Beyond the Regular School Day and Other Supports,” and in Section IV of the Social/Emotional Goal pages at the row entitled “Social/Emotional Interventions.” | | |
| 1. **Coordination and integration of Federal, State, and local services and programs:** Describe how the school will coordinate and integrate federal, state, and local services and programs. | | |
| 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:**

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**Los Angeles Unified School District**

**2****016-2017 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 |
| Brentwood Science Magnet | West | Jean Pennicooke |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Total Student Enrollment | % of Low-Income Students | % of English Learner Students | % of Foster Youth Students | Total Amount of TSP Funds Allocated to the School | | |
| 866 | 79.11% | 20% | .01% | 10183 | $ | 187,800 |
| 10397 | $ | 0 |
| 10400 | $ | 84,636 |
| 10405 | $ | 6,520 |
| **Total** | $ | **278,956** |
|  |  |  |

**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 2016-2017 School-level Plan for Use of TSP Program Funds.**

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| Description of Services that address: **100% Graduation**  *Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:*   * *Graduation rate* * *Individual Graduation Plan (IGP) completion rate* * *Percentage of students on track to graduate* | Amount of TSP Funds | Targeted Student Group(s):  Low-income, EL, RFEP, and/or Foster Youth | Related District-wide SY16-17 LCAP Targets  (proposed) |
| **Targeted Student Population Coordinator** will provide professional development and parent workshops to review the A-G requirements with teachers and staff. The **TSP** will also provide peer tutoring, program evaluation activities, facilitate grade level meetings, and review student work to support teachers in meeting DIBELS and TRC benchmark goals:   * Assist in analyzing student work and assessment data * Identify students at risk of not meeting grade level standards or proficiency in ELA * Help to plan and design differentiated lessons to meet all student sub-groups * Incorporate the strategies that were learned in PD in the lessons and units * Reflect and evaluate lessons and programs to assist in refining plans and actions.   TSP will perform the following duties and tasks during and/or beyond the regular assignment:   * Schedules for intervention /Support in the creating of classes * Keeping accurate records * Inventory of supplemental materials and technology * Maintain time reporting documents * Contact parents * Coordinate schedules * Coordinate and manage permission letters | $64,642.00  .5 FTE  Budget # 11351  10183  $745.00  Budget #11377  10183 | Low Income, EL, RFEP, and Foster Youth.  Low Income, EL, RFEP, and Foster Youth. | * Graduation Rate: 71% * Percentage of students on track to graduate:50% |

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| --- | --- | --- | --- |
| Description of Services that address: **Proficiency for All**  *Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:*   * *SBAC English language arts and mathematics proficiency rates* * *EL reclassification rate* * *Rate of ELs making annual progress on CELDT* * *Rate of ELs demonstrating proficiency in English* * *Decrease in long-term English learners (LTELs)* | Amount of TSP Funds | Targeted Student Group(s):  Low-income, EL, RFEP, and/or Foster Youth | Related District-wide SY16-17 LCAP Targets  *(proposed)* |
| **Assistant Principal- Instruction** will support teachers in Grade Level teams to   * Analyze data of target group of students * Review California Standards and achievement toward them * Discuss and define best practices * Plan effective lessons * Facilitate collaboration among grade level teams * Develop team expectations for classroom walk-throughs and lesson studies   **Tutor Teacher X-Time** willhelp to provide student tutoring and intervention outside of the regular school days in a locally designed intervention program to be conducted on Saturdays. Using DIBELS, TRC, and CELDT data, teachers will provide targeted instruction to improve student achievement.  **TSP Tutor Teacher X-Time Indirect** will provide support for teachers, parents, and students with regard to the locally designed intervention program including but not limited to parent phone calls, analyzing data, compiling schedules, distributing program materials, on-going program compliance, operational meetings, and supervision.  **General Supplies** will provide instructional tools aligned to the instructional program to support the teaching, achievement, and assessment of targeted students.  **Instructional Materials** will provide items to supplement the instructional program in ELA, Math, Science, and Social Studies to support the delivery of instruction and intervention.  The Saturday intervention program will focus on reading comprehension and writing. Teachers will use:   * Triumphs from the Treasure’s Component * Locally designed/teacher intervention materials (**duplicated**) * Scholastic Leveled Readers for all grade levels to reinforce informational text * Online instructional program Scholastic Reading Counts.   **Assistant Principal- Generic** will support teachers to   * Analyze instructional data * Review effective classroom practices * Plan effective lessons * Assist in the development of locally designed intervention program * Facilitate collaboration among grade level teams * Develop team expectations for classroom walk-throughs and lesson studies   The **Library Aide** will provide assistance to students and teachers in the school library and perform clerical and computer duties to support the library functions. They will also provide guidance and assistance to students in the selection of books and using other library resources. Will support teacher and students with research skills, reading across genre and develop the love for reading  **Clerical Supplemental Time** to support the school, students, and their families with enrollment outside of the regular assignment | $15,786.00  Budget #113028  10183  $616.00  Budget #10371  10405  $1,000  Budget #11328  10405  $27,630.00  Budget # 40227  10183  $5,000  Budget #40267  10183  $12,000  Budget #50003  10183  $78,014.00  Budget #14165  10400  $24,527.00  Budget #21021  10400  $3,029  Budget #1244 | Low income, EL, RFEP, and Foster Youth  Low income, EL, RFEP, and Foster Youth  Low income, EL, RFEP, and Foster Youth  Low income, EL, RFEP, and Foster Youth  Low income, EL, RFEP, and Foster Youth  Low income, EL, RFEP, and Foster Youth  Low income, EL, RFEP, and Foster Youth  Low income, EL, RFEP, and Foster Youth  Low income, EL, RFEP, and Foster Youth | * EL reclassification rate: 20% * Rate of ELs making annual progress on CELDT: 62% * Decrease in long-term English learners: 22% |

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| Description of Services that address: **100% Attendance**  *Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:*   * *Percentage of students with a 96% (173-180 days) attendance rate Percent of students missing 16 days or more in a school year* | Amount of TSP Funds | Targeted Student Group(s):  Low-income, EL, RFEP, and/or Foster Youth | Related District-wide SY16-17 LCAP Targets  *(proposed)* |
| **School Counselor** will support the Positive Behavior Support Plan by providing incentives for attendance. The SchoolCounselor will also provide workshops for parents in the Parent Center regarding stress, sleep, and attendance. | $71,914.00  FTE .6  Budget # 12110  10183 | Low income, EL, RFEPs, and Foster Youth | * Percentage of students with a 96% attendance rate: 72% * Percentage of students missing 16 days or more in a school year: 9% |

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| Description of Services that address: **Parent, Community and Student Engagement**  *Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:*   * *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 SY16-17 LCAP Targets  *(proposed)* |
| **Parent Conference Attendance** will be set-aside for parents to attend conferences that better help them to help their children in academic achievement. | $500.00  Budget #50073  10405 | Low income, EL, RFEPs, and Foster Youth | * Percentage of parent participation on School Experience Survey: 45% |

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| Description of Services that address: **School Safety**  *Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:*   * *Suspension rate* * *Expulsion rate* * *Extent to which the school is implementing the Discipline Foundation Policy* | Amount of TSP Funds | Targeted Student Group(s):  Low-income, EL, RFEP, and/or Foster Youth | Related District-wide SY16-17 LCAP Targets  *(proposed)* |
| **School Counselor** will support the Positive Behavior Support Plan by providing student supports with behavior and self-regulation. School Counselor will also provide parent workshops to teach brain-based techniques for helping parents support their children in remaining calm and self-regulating so that they can cope appropriately with daily routines and academic demands. School Counselor will also provide whole group lessons to classrooms with age appropriate information regarding bullying, harassment, stress, and death. | ($71,914.00  FTE .6 budgeted in 100% attendance) | Low income, EL, RFEPs, and Foster Youth | * Suspension rate: .7% * Expulsion rate: .03% * Extent to which the school is implementing the Discipline Foundation Policy: 79% |

**7** **TURNAROUND PRINCIPLES**

**[To be completed by CORE Waiver PRIORITY SCHOOLS (Non-SIG) only]**

**Directions:** If a required component of the 7 Turnaround Principles has already been addressed in the SPSA, indicate where in the SPSA the description can be found by filling in the right column with the Goal and Focus Area(s) (e.g., “Mathematics – Professional Development”) or SPSA section (e.g., “Comprehensive Needs Assessment / Self Review Process”). If a required component has not been addressed in the SPSA, provide a description of how the school will implement the component in the boxes below.

|  |  |
| --- | --- |
| **7 Turnaround Principles** | **Goal and Focus Area(s) or**  **SPSA section** |
| **Principle #1 – Provide strong leadership**  **(Schools do not address Principle 1. This section is to be completed by the District.)** | |
| 1. Describe the process for the LEA’sreview of school leader effectiveness and replacement of leader if deemednecessary through review before the start of the 2016-17 school year. | **(This section is to be completed by the District.)** |
| 1. Describe the process and evidence that the LEA developed to ensure new instructional leader hires of Non-SIG priority schools meet the following hiring criteria: (1) has a track record of increasing student growth on standardized test scores as well as overall student growth, as well as in subgroups in the school; (2) exhibits competencies in: driving for results, problem-solving, and showing confidence to lead; (3) has a minimum of 3 years’ experience as a principal; (4) has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL. | **(This section is to be completed by the District.)** |
| 1. Provide LEA evidence that: (1) there is a program in place that supports the leadership team in their instructional and management skill development; (2) the new principal has been granted sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; (3) LEA administrator roles have been refined to more directly support and monitor classroom instruction through the development of systems and processes (e.g., observation protocols) for teachers and administrators to analyze and monitor student data and classroom instruction. | **(This section is to be completed by the District.)** |
| **Principle #2 – Ensure that teachers are effective and able to improve instruction** | |
|  | |
| 1. What is the process for analyzing data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. How will PD related to low-performing area(s) be provided to teachers and administrators? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. How will walk-through protocols that include teacher support be implemented? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Describe your school’s planned participation in professional learning provided by CORE. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Describe the school’s process for hiring an instructional coach to engage teachers in school-based, job-embedded professional learning. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| **Principle #3 – Redesign the school day, week or year to include additional time**  **for student learning and teacher collaboration** | |
|  | |
| 1. Describe the plan the school is creating to maximize instructional time in core subjects including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. How will the school explore and capitalize on opportunities outside of the regular student day to enhance student learning? (could include after-school, before-school, lunch time, or extended year) | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Describe the school’s process to ensure that extended learning time is available to all students. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. What steps will be taken by the school to evaluate the effectiveness of the extended learning time? How will the effectiveness of the extended learning time be evaluated? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| **Principle #4 – Strengthen school’s instructional program** | |
|  | |
| 1. What actions will the school take to implement curriculum fully aligned to the Common Core Standards? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Describe the school’s process for scheduling continuous, data-based curriculum review. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Describe the school’s process for supporting instruction with pacing guides, curriculum maps and/or sample instructional strategies. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| **Principle #5 – Use data to inform instruction and for continuous Improvement** | |
|  | |
| 1. What actions will the school take to develop and implement a short-term action plan to achieve the goals in the school improvement plan? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Describe the development of a leadership team and whether the team will meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. What will be the process for designing a local data system which included multiple-levels of assessments and informed programmatic/instructional decisions? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. What will be the process for facilitating data-driven conversations in learning communities? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. What will be the process for training and supporting teachers’ data use through formal and informal PD? What will be the process for differentiating PD for new teachers? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| **Principle #6 – Establish a school environment that improves school safety and discipline**  **and addresses other nonacademic factors that impact student achievement** | |
|  | |
| 1. What will be the process for developing a sustained and shared philosophy, mission, and vision? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Describe how the school will maintain facilities that support a culturally responsive and safe environment. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Describe how the school will analyze teacher attendance and develop a plan for improvement, if needed. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Describe how the school will analyze student attendance and develop a plan for improvement, if needed. | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. What will be the process for identifying students who are at-risk of not graduating and developing a plan of action to support those students? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. What will be the process for analyzing student discipline referrals and developing a plan for improvement, if needed? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| **Principle #7 – Provide ongoing mechanisms for family and community engagement** | |
|  | |
| 1. What will be the process for developing and implementing a plan for student, family and community engagement? | Goal and Focus Area(s) or  SPSA section |
|  |  |
| 1. Provide evidence of efforts to increase effective parental and community involvement. | Goal and Focus Area(s) or  SPSA section |
|  |  |

**C****OMMUNITIES OF PRACTICE**

**[To be completed by CORE Waiver FOCUS and SUPPORT SCHOOLS only]**

**California State AMO and School Quality Improvement Goal**

|  |  |  |  |
| --- | --- | --- | --- |
| **School:** |  | | |
|  |  | | |
| **LEA:** | Los Angeles Unified School District | | |
|  |  | | |
| **Year:** |  | | |
|  | | | |
| **Current Year AMOs** | | **Yes** | **No** |
| Did the school meet this year’s California attendance target? | |  |  |
| Did the school meet this year’s testing participation target? | |  |  |
| Did the school meet their California graduation rate target? (if applicable) | |  |  |
| Did the school meet this year’s School Quality Improvement Index Goal (CORE AMO)? | |  |  |
|  | | | |
| **Prior Year AMOs** | | **Yes** | **No** |
| Did the school meet the prior year’s (2012-13) API growth target? | |  |  |
| Did the school meet the prior year’s (2012-13) API achievement target? | |  |  |
| Did the school meet the prior year’s (2012-13) graduation rate target? (if applicable) | |  |  |
| Did the school meet the prior year’s School Quality Improvement Index Goal? | |  |  |

**COMMUNITIES OF PRACTICE**

**(To be completed by CORE Waiver FOCUS and SUPPORT SCHOOLS only)**

**Directions:** If a required component has already been addressed in the SPSA, indicate where in the SPSA the description can be found by filling in the right column with the Goal and Focus Area(s) (e.g., “Mathematics – Professional Development”) or SPSA section (e.g., “Comprehensive Needs Assessment / Self Review Process”). If a required component has not been addressed in the SPSA, provide a description of how the school will implement the component in the boxes below.

|  |  |
| --- | --- |
| **Communities of Practice Components** | **Goal and Focus Area(s) or SPSA section** |
| 1. Describe the school’s process for self-review and needs assessment to identify actions, strategies, and interventions to be implemented within the school improvement plan. (Data must include AMOs and the School Quality Improvement Index Report.) |  |
|  |  |
| 1. Describe specific interventions, training methodologies, and/or trainings that worked well, and those that did not. |  |
|  |  |
| 1. Describe the school’s process for addressing and prioritizing the needs of the specific subgroups that caused the school to be identified as a Focus or Support school. |  |
|  |  |
| 1. Describe the school’s process for reporting the progress of Communities of Practice work to the School Site Council. |  |
|  |  |
| 1. Describe your school’s planned participation in three full “Plan, Do, Study, Act” (PDSA) cycles of inquiry to be provided by CORE. |  |
|  |  |

**A****TTACHMENTS**

*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)
* **Electronic copy of SPSA in Microsoft Word format**

**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**