

Los Angeles Unified School District

Single Plan for Student Achievement
CORE Waiver Focus and Support Schools
2014-2016
Implementation
Arleta High School



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Revised: 2/21/14

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SCHOOL PROGRAM IDENTIFICATION

School Name: Arleta High School	Educational Service Center: North
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CDS Code	County		District					School						
	1	9	6	4	7	3	3	0	1	1	2	0	4	5

For additional information on our school programs contact the following:

Principal: Sandra Gephart Fontana	E-mail address: sandra.gephart@lausd.net
Contact Person: Sandra Gephart Fontana Position: Principal	E-mail address: sandra.gephart@lausd.net
Address: 14200 Van Nuys Boulevard, Arleta, CA 91331	Telephone Number: 818-686-4100

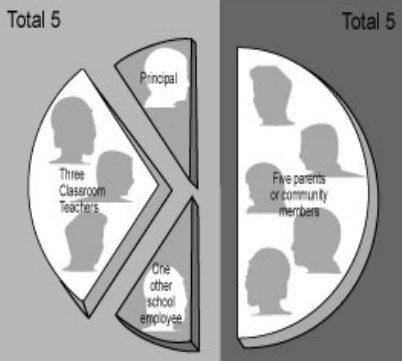
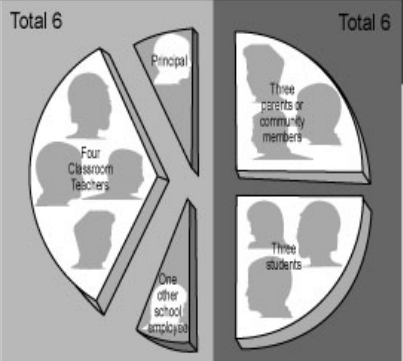
Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

- Title I Schoolwide Program (SWP)
 - Reward Collaborative Partner Priority Focus Support
- Title I Targeted Assistance School (TAS)
- Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- Quality Education Investment Act (QEIA)
- Other _____

The District Governing Board approved this revision to update the *Single Plan for Student Achievement* on:

The Educational Service Center staff has reviewed the school plan with the principal and agreed to support and provide feedback for implementation.			
Signature	Signature		
_____ Educational Service Center Instructional Director	_____ Date	_____ Educational Service Center Superintendent or Designee	_____ Date

School Site Council Composition (SSC) EC 52852

<div style="display: flex; justify-content: space-between;"> Total 5 Total 5 </div>  <div style="background-color: #333; color: white; padding: 5px; text-align: center; font-weight: bold; margin-top: 10px;">Elementary</div> <p style="font-size: small;">In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)</p> <p>The membership of the council shall be no fewer than 10 members.</p>	<div style="display: flex; justify-content: space-between;"> Total 6 Total 6 </div>  <div style="background-color: #333; color: white; padding: 5px; text-align: center; font-weight: bold; margin-top: 10px;">Secondary</div> <p style="font-size: small;">In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)</p> <p>The membership of the council shall be no fewer than 12 members. *</p> <p style="font-size: x-small;">* A School Site Council at the middle school may, but is not required to, include student representatives (EC 33133-C).</p>
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Part A – School Staff				Part B – Parents/Community			
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent	Community	Student
Sandra Gephart Fontana	X			Lucy Gonzalez	X		
Hector Perez-Roman		X		Edgar Jimenez	X		
Jorge Boche		X		Blanca Agustin	X		
Alexei Nicolai		X		Luis Sencion			X
Cynthia Villafana		X		Anthony Villanueva			X
Alva Luz Sainz			X	Dalia Sarza			X

Total number in each column 1 4 1

Total number in Part A 6

Total number in each column 3 0 3

Total number in Part B 6

Luis Sencion Student
 Name of SSC Chairperson Position (e.g., Parent, Teacher)

Sandra Gephart Fontana
 Name of Principal

 Signature of SSC Chairperson 03/19/14
 Date

 Signature of Principal 03/19/14
 Date

Arleta High School

COMMITTEE RECOMMENDATIONS AND ASSURANCES

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

1. School site councils have 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 plans must be 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	Chairperson		Check		Date of recommendation
	Print Name	Signature	Parent/Community	Staff	
English Learner Advisory Committee (ELAC)	Marcela Limon		X		03/18/14
UTLA Chapter Chair or Chapter Chair's Designee	Dr. Pamela Good			X	03/18/14
Other (list)					

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

_____ 03/19/14 _____
Date

Attested:

_____ Luis Sencion _____
Typed name of SSC chairperson

_____ Signature of SSC chairperson _____

_____ 03/19/14 _____
Date

_____ Sandra Gephart Fontana _____
Typed name of school principal

_____ Signature of school principal _____

_____ 03/19/14 _____
Date

Directions: Check which groups or committees participated in the plan writing process. If box is checked, indicate date.			
<input type="checkbox"/> Grade Level Teams	Date(s): _____	<input type="checkbox"/> Vertical Teams	Date(s): _____
<input checked="" type="checkbox"/> WASC Focus Groups	Date(s): 2/18/14	<input checked="" type="checkbox"/> Departments	Date(s): 8/13/13, 2/25/14
<input type="checkbox"/> Professional Learning Community (PLC)	Date(s): _____	<input type="checkbox"/> Community of Practice Partners	Date(s): _____
<input type="checkbox"/> Reward/Priority School Partnership	Date(s): _____	<input checked="" type="checkbox"/> Other: COST	Date(s): 9/6/13, 10/4/13, 11/1/13, 12/6/13, 1/31/14, 2/27/14
<input type="checkbox"/> School Quality Review Team	Date(s): _____		

Parental Involvement Policy Assurances

Each school in LAUSD is required to develop a written parental involvement policy. This policy describes how the school will support and increase parent involvement. The parental involvement policy must be developed with parents, include participation from the appropriate advisory committee and be agreed upon by the School Site Council.

The written parental involvement policy at Title I schools must be developed with parent participation and describe how parents will be informed of the school's Title I program requirements, including the development of a School-Parent Compact. The policy must be distributed to parents annually.

Schools not receiving categorical funds must develop a written parental involvement policy with parent participation that describes how the school will:

- (a) engage parents in their children's education by helping parents develop skills to use at home to support their children's academic efforts and their children's development as responsible members of society*
- (b) inform parents that they can directly impact the success of their children's learning by providing them with strategies to improve academic success and to assist children in learning at home*
- (c) build consistent and effective communication between the home and school so parents know when and how to help their children with classroom learning*
- (d) train teachers and administrators to communicate effectively with parents*
- (e) integrate parent involvement programs with the Single Plan for Student Achievement (EC 11504)*

Questions regarding this requirement should be addressed to the Educational Service Center Administrator of Parent and Community Engagement or the Parent Community Student Services Branch at (213) 481-3350.

Committees	Chairperson		Check		Date of review by Committee
	Print Name	Signature	Parent	Staff	
English Learner Advisory Committee (ELAC)	Marcela Limon		X		12/10/13

Council	Chairperson		Check		Date of review and approval by Council
	Print Name	Signature	Parent	Staff	
School Site Council	Luis Sencion		X		03/19/14

Person(s) Responsible for Parental Involvement Activities at the School Print Name (s)	Signature(s)
Eric Diaz	

Los Angeles Unified School District Profile
District Mission Statement

The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

District Description:

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 transition to the Common Core State Standards in K-12 ELA, K-12 mathematics, and literacy in secondary H/SS, science, and technical subjects.
- Increasing the number of students performing at proficient or advanced on the Algebra 1 California Standards Test.
- 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

- 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 needs of students in the core subject areas including ELD
- Meeting the District’s expectation for EL at the elementary level to advance on English Language Development (ELD) and reclassify after five years of instruction
- Promoting parent and family involvement in EL programs at the central, ESC, 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
- Monitoring the continued academic success of former ELs

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.

2013-2014 District Professional Development Priorities:

1. Transition to and implementation of the Common Core State Standards (CCSS) in ELA, mathematics, and H/SS, Science, and Technical Subjects
2. Improve instruction and increase reclassification rates for English learners by implementing the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Transition to and implementation of the Smarter Balanced Assessment Consortium

Arleta High School

District Core Program for All Students:

The District's core program is built on the Common Core State Standards (CCSS) in ELA and math, and on the California State Content Standards in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2013/2014 school year the District will implement a phase-in transition to the CCSS in all grade levels. This phase-in will align with the provision of 1:1 devices for all students and the 3-year strategic plan. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2013/2014

- Implementation of the standards in ELA and math using the District adopted texts, including digital text, effectively.
- 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-2013/2014

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Emphasis on the Standards for Mathematical Practices-particularly Standard 1-Make sense of problems and persevere in solving them, Standard 3-Construct viable argument and critique the reasoning of others, and Standard 4-Modeling with mathematics.
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2013/2014

- Use of a multi-tiered system of support (RtI²) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, *a web-based tool that will increase the availability and usability of student data for LAUSD educators, in order to improve teaching and learning.*
- Use of benchmark, progress monitoring, and diagnostic assessments (CoreK-12 Assessment System) to drive instruction and intervention.
- Use of *School Performance Framework* 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 2014-2015 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. 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 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 (both English Learners and Standard 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.

ESEA CALIFORNIA OFFICE TO REFORM EDUCATION (CORE) WAIVER

Overview of the CORE Waiver

On August 6, 2013, eight California school districts including LAUSD, received a waiver from the Program Improvement mandates of the No Child Left Behind Act from the U.S. Secretary of Education. The eight school districts are grouped together under a consortium called the California Office to Reform Education (CORE), a non-profit organization whose charge is to collaborate to improve student achievement for the more than one million students they serve. The CORE waiver is based on three key principles that will support reform. The key principles are: Principle 1: College- and Career-Ready Expectations for All Students; Principle 2: Differentiated Recognition, Accountability, and Support; and Principle 3: Supporting Effective Instructional Leadership. Central to the CORE Waiver is a holistic school performance system with tailored support for schools and Local Educational Agencies (LEAs) called the School Quality Improvement System.

Goals of the CORE School Quality Improvement System seek to:

- Establish a holistic school performance system that values multiple measures of student success across academic, social-emotional, and culture-climate domains
- Provide schools, teachers, and administrators clear, in-depth feedback on areas of strength and those in need of improvement to improve outcomes for students
- Create a collective ownership structure within schools, districts, and the CORE network in which teacher, staff, and administrator collaboration and shared responsibility for student outcomes are primary drivers of accountability
- Increase and restore student, parent, and community confidence in all CORE network schools

CORE seeks to apply these goals to the differentiated accountability, recognition and support framework required through the ESEA waiver:

- A school-level improvement index (School Quality Improvement Index) that clearly evaluates schools on student achievement, subgroup performance and graduation rates
- Annual Measurable Objectives (now referred to as School Quality Improvement Goals) that are used to design targeted interventions and rewards
- A school designation system that identifies and outlines rewards for high performing or high progress “reward” schools, and interventions for severely underperforming Priority schools or Focus schools with persistent achievement gaps
- LEAs will use this holistic, detailed information to inform school self-assessments, professional learning community topics, and school partner pairing to drive tailored interventions and school support

LEA Commitments:

- Implement Common Core Standards in the 2013-2014 School Year (SY) and Smarter Balanced Assessment Consortium (SBAC) assessments, starting in 2014-2015
- Participate in the School Quality Improvement System, which includes a CORE-designed holistic accountability model, AMOs, and school designations (e.g., Reward, Focus, and Priority schools)
- Track, submit, and release school-level academic, social-emotional, and culture and climate information
- Develop guidelines for the teacher and principal evaluation system by the start of the 2013-2014 SY
- Implement by 2015-2016 (and pilot by 2014-2015) a teacher and principal evaluation system that differentiates performances into four tiers and includes student growth as a significant factor
- Partner with LEA peers to support and monitor waiver activity implementation
- Ensure Priority or Focus schools or other schools needing improvement will participate in pairing process with a Reward or exemplar school

Arleta High School

Required program activities for Reward schools and paired Collaboration (Other High Performing/High Progress) Schools:

- Reward schools paired with Priority or Focus schools will deliver assistance and hold monthly meetings with their paired schools
- Reward schools will establish professional learning communities with other Reward schools, and receive specialized professional development and technical assistance from CORE

Required program activities for Priority schools:

- Priority schools will be paired with Reward schools and meet monthly to support implementation of the “School Quality Review Process” and the “7 Turnaround Principles”
- Complete a School Self-Assessment Reflection, participate in a Peer Review with their partner school and develop a three-year plan.
- When completing the SPSA Goal Matrix, Priority schools must remember to describe related professional development activities in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”
- School Improvement Grant (SIG) schools are automatically designated Priority schools; they must continue implementation of their SIG plans

Required program activities for Focus and Support schools:

- Complete a School Self-Assessment Reflection
- Beginning in the 2013-2014 SY, Focus and Support schools will join appropriate “Communities of Practice” which will convene at least quarterly to address specific needs
- In years 1 and 2 of designation, Focus schools will have the option to pair with peer Reward schools that have demonstrated excellence in closing achievement gaps or in improving results for traditionally underserved subgroups to assist in developing the improvement plan
- Focus and Support schools are required to develop a two-year plan
- Upon reflecting on shared learning from the Communities of Practice, Focus and Support schools may revise their school improvement plans on a regular basis
- When completing the SPSA Goal Matrix, Focus and Support schools must remember to describe professional development activities related to “Communities of Practice” in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”

Seven Turnaround Principles

The CORE Waiver is predicated on providing meaningful, pragmatic support for school transformation. Interventions are designed to help stakeholders rethink components of the school structure, communications, professional development, instructional practices, and family engagement that are not currently achieving desired outcomes and substitute them with proven strategies that are aligned to best practices – all of which are guided by the seven turnaround principles that are based on Principle 2 of the Core Waiver. For more details regarding the seven turnaround principles, go to <http://coredistricts.org/school-quality-improvement-system/> and read “Full approval request for waivers.” [Please note that the Seven Turnaround Principles are applicable to Priority schools only.]

7 Turnaround Principles	School Quality Improvement System Proposed Interventions
<p>1. Provide strong leadership</p>	<p><i>LEA responsibility (not under the purview of the School Site Council):</i></p> <ul style="list-style-type: none"> • LEA must review school leader effectiveness and replace leader if deemed necessary through review before the start of the 2014-15 school year • LEA must develop criteria to hire an instructional leader and provide evidence the new principal: <ul style="list-style-type: none"> ○ 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 ○ Exhibits competencies in the areas of driving for results, problem-solving, and showing confidence to lead ○ Has a minimum of 3 years’ experience as a principal ○ Has experience supervising implementation of multiple programs at the school level, including but not limited to special education, Title I, and ELL • LEA must also provide evidence that: <ul style="list-style-type: none"> ○ There is a program in place that supports the leadership team in their instructional and management skill development ○ 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 ○ 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
<p>2. Ensure that teachers are effective and able to improve instruction</p>	<p><i>LEA responsibility (not under the purview of the School Site Council):</i></p> <ul style="list-style-type: none"> • Develop new job descriptions around critical teaching elements, hiring rubrics and interview protocols to recruit critical teacher skills including knowledge-based competencies and general abilities to school improvement that are specific to all learners including additional knowledge and abilities related to subgroups of students (SWD and ELL) • Develop plan to transfer effective teachers to low performing schools; LEA screens teachers before transferring to the priority school <p><i>School responsibility:</i></p> <ul style="list-style-type: none"> • Analyze data and root causes to identify actions, strategies, and interventions pertaining to teachers within the school improvement plan • Provide teacher and administrators with PD related to low-performing area(s) • Implement walk through protocols including teacher support • Participate in professional learning provided by CORE

Arleta High School

	<ul style="list-style-type: none"> Hire an instructional coach to engage teachers in school-based, job-embedded professional learning
3. Redesign the school day, week or year to include additional time for student learning and teacher collaboration	<p>School responsibility:</p> <ul style="list-style-type: none"> Create a plan to maximize instructional time in core subjects including English Language Arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography 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 opportunities Ensure that extended learning time is available to all students Evaluate the effectiveness of the extended learning time
4. Strengthen school's instructional program	<p>School responsibility:</p> <ul style="list-style-type: none"> Implement curriculum fully aligned to the Common Core Standards Schedule continuous, data-based curriculum review Support instruction with pacing guides, curriculum maps and/or sample instructional strategies
5. Use data to inform instruction and for continuous Improvement	<p>School responsibility:</p> <ul style="list-style-type: none"> Develop and implement a short-term action plan to achieve the goals in the school improvement plan Develop a leadership team and meet at least monthly to develop and implement short-term action plans and monitor implementation of the school improvement plan Design local data system, which includes multiple-levels of assessments and informs programmatic/instructional decisions Facilitate data-driven conversations in learning communities Train and support teachers' data use through formal and informal PD; Differentiate PD for new teachers
6. Establish a school environment that improves school safety and discipline and addressing other nonacademic factors that impact student achievement	<p>School responsibility:</p> <ul style="list-style-type: none"> Develop a sustained and shared philosophy, mission, and vision Maintain facilities that support a culturally responsive and safe environment Analyze teacher attendance and develop a plan for improvement, if needed Analyze student attendance and develop a plan for improvement, if needed Identify students who are at-risk of not graduating and develop a plan of action for supporting those students Analyze student discipline referrals and develop a plan for improvement, if needed
7. Providing ongoing mechanisms for family and community engagement	<p>School responsibility:</p> <ul style="list-style-type: none"> Develop and implement a plan for student, family and community engagement Provide evidence of efforts to increase effective parental and community involvement

MISSION STATEMENT AND SCHOOL PROFILE DESCRIPTION

School Vision and Mission

- Arleta High School was designed with this vision in mind: to challenge every student to attain academic and personal success through a rigorous and relevant curriculum that is supported by positive relationships. This vision supports students in achieving the expected schoolwide learning results, which are as follows:
- **Arleta High School students will become Community contributors who:**
 - Donate their time and individual talents to improve the quality of life within their community.
 - Demonstrate an awareness that fosters acceptance of individual and cultural differences.
 - Understand how local and global issues impact their community.
- **Arleta High School students will become Critical thinkers who:**
 - Identify and solve problems effectively.
 - Read with comprehension, discerning relevance and reliability of information.
 - Interpret, evaluate, and reflect on learning.
- **Arleta High School students will become Effective communicators who:**
 - Write skillfully with meaning and clarity.
 - Speak with confidence to an audience.
 - Present organized information using technology.
- **Arleta High School students will become Self-directed learners who:**
 - Set and accomplish personal, academic, and social goals.
 - Exercise honest self-evaluation.
 - Demonstrate motivation and discipline
- We continue to believe that the school's programs and curriculum, which were collaboratively developed, by stakeholders guided by educational research, result in a quality education for the children of our community. These programs include but are not limited to:
 - **Small Learning Communities:** There are three small learning communities: SMART (Science, Math and Related Technology), VAPA (Visual and Performing Arts), and SJ (Social Justice).
 - **Bell Schedule:** Our school day begins at 8:30 am and concludes at 3:26 pm. Educational research shows that adolescents benefit from a later school day.
 - **Four-by-Four Block Schedule:** Similar to a quarter system, students take only four academic classes plus Advisory in each of four mesters in a school year. Students have fewer classes at a time, allowing for greater concentration on the class topic. The system allows for additional electives, immediate intervention classes, college classes, credit recovery, and work experiences.
 - **Advisory Program:** The Arleta High School Advisory program is an important part of Arleta High School. Students meet with the same teacher for the four years of high school. During that time, instruction targets study skills, time management, career planning, goal setting, test review, and team building. Twelfth-grade students complete College Summit and the graduation portfolio, a compendium of work and reflections built over their four years at Arleta.

Arleta High School

School Profile Description

- Arleta High School is located in the community of Arleta in the northeast San Fernando Valley of Los Angeles. Arleta, like most of the northeast San Fernando Valley, is a mixed use residential and commercial area in the Los Angeles Metropolitan area.
- Arleta High School is a newly constructed school which opened in October 2006 with 9th and 10th grade students. The inaugural class graduated in 2009. Starting on 2008, Arleta High School grade levels are 9th through 12th, and it houses three small learning communities (SLCs): Science, Math and Related Technologies (SMART), Social Justice (SJ), and Visual and Performing Arts (VAPA).
- Twenty-six percent of Arleta residents live below the poverty line. The average adjusted gross household income for the northeast San Fernando Valley is \$32,708, the lowest for all reported areas of the San Fernando Valley, and well below the average for the state of California. More specifically, the 2008 average income per person for zip code 91331 of which Arleta is a part, is \$11,435, and this is according to the Zip Code 91331 IRS Income Tax Statistics for Pacoima, CA.
- The percentage of students at Arleta High School identified by Title I ranking as low-income students is eighty-eight percent.
- The main feeder school for incoming students into Arleta High School is Pacoima Middle School. We receive about 50% of the incoming students from Pacoima Middle School, 25% from Byrd Middle School, and another 25% from other middle schools. We have a few students in open enrollment according to the enrollment seats that we get approved from the district.
- The racial and ethnic make-up of the student body consists of 95% Latinos, 1% African American, 1% American Indian, 1% Filipino, and 1% White (not Latino). The language make-up of the student body includes 15% English Learners and 48% Reclassified ELs (RFEP). We also have 11% Students with Disabilities (SWD), 10% Identified Gifted, who are also Latino.
- At Arleta High School we continue to have three small learning communities SMART (Science, Math and Related Technology), VAPA (Visual and Performing Arts), and Social Justice. Each of those has an administrator, a counselor, and a secretary who keeps track of students' records, ensuring that they are in the path to success.
- We operate under a four by four system and four mesters in a school year, similar to a quarterly system. Students have fewer classes at a time, allowing for greater concentration on the class topics. The system allows for additional electives, credit recovery, intervention classes, college classes, and work experiences.
- WASC Accreditation Results: Arleta High School applied for and was granted initial accreditation as a new school in 2008. After that, Arleta was granted a six-year term accreditation in 2011. The WASC team recommended that Arleta High School continued to develop and refine assessments and use a systematic way of assessing data in order to improve student achievement of the academic standards. They also recommended that the Arleta High School teachers responded to students' needs by using a variety of formative assessments, including checking for understanding. WASC third and final recommendation was to continue to increase the amount of parent involvement in order to support student success.
- Approved autonomies under the Local Initiative School program include the following: to continue pure per pupil funding, validate all current reforms including those in place when the school opened, validate autonomies granted by Superintendent Cortines, and implement the "Mutual Consent" staffing waiver as identified by LIS. Stakeholders at Arleta High School believe that adoption of the LIS model was the best way to continue student achievement gains and the best hope of improving proficiency for all students.

Arleta High School

- The physical design of the school is a small campus size (12 acres) with a library, an auditorium, a cafeteria, an indoor and outdoor dining area for students and an indoor dining area for teachers and all other staff, a music building, three floors building with classrooms, indoor gyms, a football field, a baseball field, and tennis courts.
- The Arleta High School community is built upon the principles of trust and mutual respect. Students, staff, and parents are treated respectfully and are held to a high standard of personal responsibility. All members of the school community are trusted to conduct themselves in an ethical, trustworthy, and responsible manner. Issues of character and ethics are explored within the advisory program, where students are encouraged to develop skills and strategies for articulating their views and resolving conflicts in a mature and considerate manner.
- At Arleta High School the entire faculty and staff support the supervision of students in order to ensure that the school maintains an environment for teaching and learning.
- All members of the school community are visible at all times in order to support the safe and orderly campus. The Arleta High School Plant Manager and Building and Grounds staff maintains the school's physical plant to the highest standard.
- Arleta High School will provide individual student academic assessment results through letters and reports sent home both in English and Spanish. These results are also incorporated in the advisory lessons. Finally, a discussion of those results takes place during the four Student Led Conference opportunities that are part of our school calendar year.
- In addition to all other systems in place, the COST team meets monthly to monitor and progress in different areas such as attendance, important testing dates and/or results such as CAHSEE, EL students and CELDT results, twelfth-grade progress towards graduation, credit recovery, and any new initiative that comes from the district for us to adopt or work on. The team then evaluates each area and decides on next steps to take for the following month.

FOR PRIORITY, FOCUS, and SUPPORT SCHOOLS, identify areas and/or subgroups not meeting School Quality Improvement Index goals

- Arleta High School was identified as a FOCUS school. According to the SQII (School Quality Improvement Index), the data shows that the special education students, which is a subgroup with more than n=20, scored low on the CAHSEE test. The students in this subgroup did not score proficient or advanced in the CAHSEE tests.

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, attendance, and suspensions/expulsions. The COMPREHENSIVE NEEDS ASSESSMENT, CORE Waiver Status and Intervention Form, and LAUSD School Review Process Recommendations comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Insert the following documents which were used to analyze data in order to formulate School Goals and Key Strategies. Based upon the data, determine actions/tasks that will help improve teaching and increase student achievement.

- AYP Report
- Data Summary Sheet (subgroup data reflects sample size down to 11 students)
- SPSA Evaluation

LAUSD School Review Process Recommendations

Indicate the school’s review process(es): School Improvement Grant (SIG) Public School Choice
 WASC Recommendations

Identify the LAUSD School Review Process Recommendations that correspond with the Findings.

According to the ELA key findings, there was a slight increase in the percentage of proficient and advanced scores in English Language Arts from 37.3% in 2012 to 37.8% in 2013.

WASC recommendations:

- Continue to develop and refine assessments and the systematic use of assessment data in order to improve student achievement of the academic standards.
- Respond to student needs by the use of a variety of formative assessments including checking for understanding

According to the Parent and Community Engagement key findings, Arleta High School's parent involvement opportunities have included: SSC, ELAC, WASC, Special Education, LIS committees, Four structured conference opportunities each year (Back to School, PLBAO (2), Open house), Grade-Level parent meetings, College-Going Culture workshops, and Assessment awareness workshops (STAR, CAHSEE).

WASC recommendation: Continue to increase the amount of parent involvement in order to support student success.

*When page expands, update the Table of Contents.
 Update Table of Contents if page is deleted.*

**Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
ACADEMIC DOMAIN
100% GRADUATION**

LEA Goal: All students will graduate from high school.

Two-Year School Goal:* By June 2016, the four-year cohort graduation rate will increase by 9.4% from 86.6 % in 2013 to 96% as reported by the CDE (California Department of Education).

Identify data used to form this goal:⁵

AYP Report/CAHSEE
 CORE Waiver Data Report (if applicable)
 MyData (A-G Report)

Data Summary Sheet
 Student Grades
 Curriculum-Based Measure: _____
 Other: _____

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- Did the school meet schoolwide graduation rate targets? If not, what strategy(ies) will the school use to increase graduation rates?
- Did the school have graduation rates with less than 5% improvement? If so, what strategy(ies) will the school use to increase graduation rates to meet graduation rate targets?
- How will the school provide differentiated support to subgroups of 20 or more with the lowest proficiency rate on the CAHSEE?

- The four-year cohort graduation rate increased from 82 % in 2012 to 86.6% in 2013. This is an increase of 4.6% in the last year.
- The 10th grade CAHSEE pass rate increased from 74 % in 2012 to 76.7 % in 2013. This rate increased by 2.7% in the last year.
- All of our students are enrolled in A-G courses and the percentage of students on track for graduation, meeting the A-G requirements is 99 % for the class of 2014.

Key Strategy(ies): Increase the four-year cohort graduation rate by monitoring student achievement and communicating regularly with students and parents about progress toward graduation.

Turnaround Focus Areas***	Actions/Tasks to accomplish Strategy(ies)** <small>(Actions/Tasks must address subgroup needs.)</small>	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction) ^{2, 4, 5}	<ul style="list-style-type: none"> • Administrators, counselors, teachers, and coordinators who are part of COST (Coordination of Services Team) will meet monthly to analyze data and to determine student needs, at-risk factors for graduation, and program students in necessary intervention opportunities. • Counselors and coordinators will plan informational assemblies for graduation requirements and supports offered at the school for all grade levels. Counselors will hold meetings with various grade levels to inform students and their families of post-secondary opportunities and preparation. • Pamphlets, letters, contracts, and other documents on graduation requirements, college opportunities, and other workshops and meetings will be provided to 	None \$408 Counselor X-time (6hrs @ \$68/hr.) Title I None	Principal will monitor meetings, assemblies and workshops topics, agendas, and sign-ins.	Principal and Leadership Team	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Arleta High School

	<p>families in English and Spanish.</p> <ul style="list-style-type: none"> Counselors, teachers, and coordinators will analyze data on PD Tuesdays to identify students at risk of not passing the CAHSEE on the first time in order to provide the appropriate intervention to help them succeed. The Problem solving data coordinator will provide teachers, counselors, and administrators with rosters with student data to be analyzed at the different PD Tuesdays. The TSP and Problem Solving Data Coordinator will analyze data to identify students not on track for graduation starting in the 9th grade and implement credit recovery programs immediately for those students 	<p>\$98,954 Problem Solving Data Coordinator (Title I)</p> <p>\$1,436 Coordinator Differential. (Title I)</p> <p>\$99,344 Targeted Student Program Coordinator (Title I)</p>			
<p>Maximizing Instructional Time ³</p>	<ul style="list-style-type: none"> Counselors will make sure that all students are enrolled in A-G courses. Counselors will continue to monitor individual student graduation plans and meet with students on a one-to-one basis throughout the school year to go over the plan and note progress. Advisory teachers will monitor students' work in College Summit to make sure students are prepared to pursue their college education. Advisory teachers will monitor students' grades and progress towards graduation by providing additional support by counseling and setting up benchmarks for students along the way. Assemblies and workshops will be facilitated by the college counselor and counseling staff to help with career planning and college advisement. We have structured back to school night to include IGP (Individualized Graduation Plan) so that teachers, parents, and students start to understand the IGP process. Collaborate with project grad and college summit to ensure that 100% of our students have a post secondary plan and identified specific goals. 	<p>None</p> <p>\$197,908 Counselor (Two counselors @ \$98,654 each) (Title I)</p> <p>\$47,000 Contract Instructional Services-College Summit (Title I)</p> <p>\$7,400 Curricular Trips (There are 17 trips to UCLA, USC, CSUN, and Community Colleges. (Title I)</p> <p>\$60,995 ISSA (Information Systems Support Assistant) (Title I)</p> <p>None</p> <p>None</p>	<p>Principal and COST (Coordination of Services Team) will monitor the actions and tasks by supervising the different activities, meeting monthly to see results, and being part of the activities when possible.</p>	<p>Principal, Counselors and Teachers</p>	<p>August 2014-June 2016</p>

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSSA for additional information and assistance in completing the Goal Matrix.

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Arleta High School

	<ul style="list-style-type: none"> Counselors will continue to coordinate with all the resources on campus, such as project grad, college summit, advisories, and peer leaders to help students who are not able to perform at grade level or above. 	None			
Interventions to Close Achievement Gaps ^{2, 3}	<ul style="list-style-type: none"> In order to increase the number of students passing both parts of the CAHSEE, 10th grade students will be enrolled in ELA and Math Intervention classes that review essential ELA and Math skills. Students in the 11th and 12th grade who have not passed the CAHSEE will receive additional support by receiving intensive intervention through Saturday classes specifically designed for them. 12th graders who still need to pass one or more of the A-G courses will be provided intervention through the Intensive Intervention Lab classes after school so they can make up their credits and get back on track for graduation. 	None \$2,005.12 Tutoring Teacher X Time (Title I) \$1,380 Clerical Overtime (Title I) \$4,000 Toshiba Reproduction Contract (Title I)	Principal and COST (Coordination of Services Team)	Principal, Data Coordinator Counselors and Teachers	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

**Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
ACADEMIC DOMAIN
ENGLISH LANGUAGE ARTS**

LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Two-Year School Goal:* **By June of 2016, ELA proficiency levels will increase as demonstrated by a 3% annual increase in the percentage of students receiving a grade of C or better in the ELA as measured by end of the mester report cards.**

Identify data used to form this goal:⁵	<input checked="" type="checkbox"/> AYP Report/CAHSEE	<input type="checkbox"/> CORE Waiver Data Report (if applicable)	<input checked="" type="checkbox"/> MyData (CST Strand Report)
<input type="checkbox"/> DIBELS	<input checked="" type="checkbox"/> Student Grades	<input type="checkbox"/> Curriculum-Based Measure: _____	<input checked="" type="checkbox"/> Data Summary Sheet

<p>Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?</p> <ul style="list-style-type: none"> Based on the assessments, in what strands of the English Language Arts instructional program were subgroups of 20 or more least proficient? What factors explain changes in proficiency levels over time? Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose? What intervention(s) will be used to address the lowest-achieving subgroups? 	<ul style="list-style-type: none"> Based on the assessments, Literary Response & Analysis was the strand of the English Language Arts instructional program where subgroups of 20 or more were least proficient. School-wide achievement according to CST data shows a continuous increase in the percentage of proficient and advanced scores as well as a decline in Below Basic and Basic scores for the English Language Arts tests. There was a slight increase in the percentage of proficient and advanced scores in English Language Arts from 37.3% in 2012 to 37.8% in 2013. The percentage of 10th grade students with proficient score in CAHSEE increased from 39.5% in 2012 to 44.7% in 2013 and the first time pass rate was steady at 82% of the students passing the ELA part of the CAHSEE. Finally, the number of perfect scores increased from 1 in 2012 to 6 in 2013.
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Key Strategy(ies): Increase all students' proficiency in reading and comprehending complex literary and informational texts by asking purposeful questions and using discussion techniques to increase student participation.

Turnaround Focus Areas**	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address subgroup needs.)	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction) ^{2, 4, 5}	<ul style="list-style-type: none"> We will provide teachers and staff access to professional development focused on specific strategies that will help them implement discussion techniques, students' engagement, and productive groups in the classroom in order to Increase all students' proficiency in reading and comprehending complex literary and informational texts The instructional coach will continue to support all teachers as they transition to the Common Core State Standards by conducting professional development on effective, key strategies such as pair-share, cold calling, wait time, and speaking in complete sentences, which will help students improve their proficiency in reading and comprehending complex literary and informational texts. 	<p>\$4,628 Day to Day Substitutes (14 teachers at \$330.56 each)(Title I)</p> <p>\$862.23 Instructional Coach Differential (Title I) \$2005.12 Instructional Coach X/Z Time (Title I)</p>	Principal and all other administrators will monitor department meetings and conduct weekly observations to check that the strategies are being implemented in all classrooms.	Principal Administrators Instructional Coach, Title I Coordinator, and Teachers	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Arleta High School

	<ul style="list-style-type: none"> Teachers will attend district trainings that will help them unwrap the standards and provide them with instructional materials so they can teach the rigorous college and career ready instructional program that incorporates reading and comprehending complex literary and informational texts. During PD time, teachers will continue to debrief peer observations focused on improving teaching and learning practices by having students reading and comprehending complex literary and informational texts, asking purposeful questions, and using discussion techniques to increase student participation. Teacher will have time to work on new curricular maps as well as time to develop new lessons in order to incorporate the instructional strategies learned during the various professional development opportunities that help them increase all students' proficiency in reading and comprehending complex literary and informational texts. Teachers will participate in professional development during PD Tuesdays that includes direct teaching of academic vocabulary In order to Increase all students' proficiency in reading and comprehending complex literary and informational texts. 	<p>\$1,690.80 District Sponsored Training Rate (3 at \$563.60 each) (Title I)</p> <p>None</p> <p>None</p> <p>None</p>			
<p>Maximizing Instructional Time ³</p>	<ul style="list-style-type: none"> Read About the World reading strategy for expository text with student activities to promote reading skills and answering text dependent questions in order to increase all students' proficiency in reading and comprehending complex literary and informational texts. Additional ELA teachers will help support student proficiency in reading and comprehending complex literary and informational texts by asking purposeful questions and using discussion techniques to increase student participation. Teachers will teach using the instructional strategies learned during the various professional development opportunities, which include reading skills and answering text dependent questions in order to increase all students' proficiency in reading and comprehending complex literary and informational texts. Teachers will use formative assessment data, examine student work, and plan appropriate interventions to help students succeed in their learning of the Common Core State Standards as they increase all students' proficiency in reading and comprehending complex literary and informational texts. 	<p>\$98,954 Library Media Teacher- will align library collection to core curriculum. Will develop units of study that promote literacy and integrate information skills to meet the Common Core State Standards for ELA. (Title I)</p> <p>\$374,580 CSR Teachers (4 teachers at \$93,645 each) (Title I)</p> <p>None</p> <p>None</p>	<p>Principal and all other administrators will monitor by conducting weekly observations to check that the strategies are being implemented in all classrooms and giving feedback to teachers about what they see.</p>	<p>Principal Administrators Instructional Coach, and Teachers</p>	<p>August 2014-June 2016</p>

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

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Arleta High School

	<ul style="list-style-type: none"> Teachers will work with all at-risk students and work with them closely as they try to learn the new content materials, again through the use of differentiated instruction, productive grouping, and other strategies. Students identified as at-risk due to their low scores in class and on standardized assessments will be pulled out for additional support by the psychologist to find out if they need additional assistance besides help with academics, which might be the reason they cannot focus in their classes. Teachers will include specific strategies of student-to-student discussion, such as think-write-pair share to support the access to the new Common Core State Standards for ELA in order to increase all students' proficiency in reading and comprehending complex literary and informational texts. Teachers' lessons will include direct teaching of academic vocabulary In order to Increase all students' proficiency in reading and comprehending complex literary and informational texts. 	<p>\$10,710 Teacher Assistants Degree Track (5 positions at \$2,142 each)(Title I)</p> <p>\$2,139.24 School Psychologist X Time (Title I)</p> <p>\$186.53 Teacher Auxiliary (3 at \$62.51 each) (Title I)</p> <p>None</p>			
Interventions to Close Achievement Gaps ^{2,3}	<ul style="list-style-type: none"> Use the cycle of inquiry model where we implement an intervention and check the outcomes to inform our ongoing program needs through ongoing evaluations in COST (Coordination of Services Team). Provide additional opportunities for at-risk students through before and after school tutoring as well as Saturday school for intensive, local designed intervention in order to provide them with other forms of differentiated instruction and support. Intervention will also be focused on reading and comprehending complex literary and informational texts. Clerical staff will call parents as needed and set conferences to discuss their child's progress in their English class. Custodial support will be needed for intervention programs held after school and on Saturdays. 	<p>None</p> <p>\$2005.12 Tutoring Teacher X Time (Title I)</p> <p>\$839 Clerical Overtime (Title I)</p> <p>\$800 Custodial Overtime (Title I)</p>	Principal and other administrators will organize and monitor before, after school, and Saturday interventions.	Principal, Administrators Data Coordinator, and teachers	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

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***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

**Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
ACADEMIC DOMAIN
MATHEMATICS**

LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Two-Year School Goal:* By June of 2016, Math proficiency levels will increase as demonstrated by an increase in the percentage of students receiving a grade of C or better in the Math classes or the CAHSEE scores.

Identify data used to form this goal:⁵	<input checked="" type="checkbox"/> AYP Report/CAHSEE	<input type="checkbox"/> CORE Waiver Data Report (if applicable)	<input checked="" type="checkbox"/> MyData (CST Strand Report)
<input type="checkbox"/> DIBELS	<input checked="" type="checkbox"/> Student Grades	<input type="checkbox"/> Curriculum-Based Measure: _____	<input checked="" type="checkbox"/> Data Summary Sheet

<p>Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?</p> <ul style="list-style-type: none"> Based on the assessments, in what strands of the mathematics instructional program were subgroups of 20 or more least proficient? What factors explain changes in proficiency levels over time? Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose? What intervention(s) will be used to address the lowest-achieving subgroups? 	<ul style="list-style-type: none"> Based on the assessments, Geometry was strand where subgroups of 20 or more were least proficient. These results had to do with the fact that our honor Geometry students took both Geometry and Algebra II in the same school year as we are on block schedule (4X4). Once they took Algebra II, they were tested in that area on the CST exams. Therefore, their strong math scores showed there and not in the Geometry strand. School-wide achievement according to CST data shows a continuous increase in the percentage of proficient and advanced scores as well as a decline in Below Basic and Basic scores for the Math tests. There was a considerable increase in the percentage of proficient and advanced scores in Math as the numbers almost doubled from 7.8% in 2012 to 15.0% in 2013. The percentage of 10th grade students with proficient score in CAHSEE increased from 45.8% in 2012 to 63.4% in 2013 and the first time pass rate also increased from 79.6% to 88% of the students passing the Math part of the CAHSEE. Finally, the number of perfect scores increased from 6 in 2012 to 27 in 2013.
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Key Strategy(ies): Increase all students' proficiency in making sense of math problems and persevering in solving them by using discussion techniques, standards based projects, activities, and assignments.

Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address subgroup needs.)	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Effective Instructional Program (Professional Learning and Classroom Instruction) ^{2, 4, 5}	<ul style="list-style-type: none"> In order to support the implementation of the Common Core State Standards, we will provide teachers and staff access to professional learning focused on specific strategies that will help them Increase all students' proficiency in making sense of math problems and persevering in solving them by using discussion techniques, standards based projects, activities, and assignments. 	\$4,628 Day to Day Substitutes (14 teachers at \$330.56 each) (Title I)	Principal and all other administrators will monitor department meetings and conduct weekly observations to check that the strategies are being	Principal Administrators Instructional Coach, and Teachers	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Arleta High School

	<ul style="list-style-type: none"> The instructional coach will continue to support all teachers as they transition to the Common Core State Standards by conducting professional development on effective, key strategies such as pair-share, cold calling, wait time, and speaking in complete sentences, to help all students make sense of math problems and persevere in solving them. Teachers will attend district trainings that will help them unwrap the standards and provide them with instructional materials so they can teach the rigorous college and career ready instructional program focused on making sense of math problems and persevering in solving them During PD time, teachers will continue to debrief peer observations focused on improving teaching and learning practices, which include helping students to make sense of math problems and persevere in solving them.. Teacher will have time to work on new curricular maps as well as time to develop new lessons in order to incorporate the instructional strategies learned during the various professional development opportunities. 	<p>\$862.23 Instructional Coach Differential (Title I)</p> <p>\$2005.12 Instructional Coach X/Z Time (Title I)</p> <p>\$1,690.80 District Sponsored Training (3 teachers at \$563.60 each) (Title I)</p> <p>None</p> <p>None</p>	implemented in all classrooms.		
Maximizing Instructional Time ³	<ul style="list-style-type: none"> Additional Math teacher will help support student proficiency in making sense of math problems and persevering in solving them by using discussion techniques, standards based projects, activities, and assignments. Teachers will incorporate the instructional strategies learned during the various professional development opportunities into their lessons. Teachers will use formative assessment data, examine student work, and plan appropriate interventions to help students succeed in making sense of math problems and persevering to solve them. Teachers will work with all at-risk students and work with them closely as they try to learn the new content materials, again through the use of differentiated instruction, productive grouping, and other specific strategies. Teachers will increase the use of technology in the classroom as they work on math problems to solve them. 	<p>\$93,645 CSR Teacher (Title I)</p> <p>None</p> <p>None</p> <p>\$186.53 Teacher Auxiliary (3 at \$62.51 each) (Title I)</p> <p>None</p>	Principal and all other administrators will monitor by conducting weekly observations to check that the strategies are being implemented in all classrooms and giving feedback to teachers about what they see.	Principal Administrators and Teachers	August 2014-June 2016
Interventions to Close Achievement Gaps ^{2,3}	<ul style="list-style-type: none"> Use the cycle of inquiry model where we implement an intervention and check the outcomes to inform our ongoing program needs through ongoing evaluations in COST (Coordination of Services Team). 	None	Principal and other administrators will organize and monitor before, after school,	Principal, Administrators data coordinator,	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

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Arleta High School

	<ul style="list-style-type: none"> • Provide additional opportunities for at-risk students through before and after school tutoring as well as Saturday school for intensive, local designed intervention in order to provide them with other forms of differentiated instruction and support. These interventions will also focus on increasing all students' proficiency in making sense of math problems and persevering in solving them by using discussion techniques, standards based projects, activities, and assignments. • Counselors and clerical staff will call parents as needed and set conferences to discuss their child's progress in their Math class. • Custodial support will be needed for intervention programs held after school and on Saturdays. • Teachers will continue to use a computerized system like Blackboard Connect to inform parents of the progress of their students. This has allowed for us to work towards closing the achievement gaps. • Create CAHSEE intervention classes for SDC (Special Day Classes), for students who are in 10th grade. We would need to include paraprofessionals who can help support the students as they prepare for taking the CAHSEE exam for math. 	<p>\$2005.12 Tutoring Teacher X Time (Title I)</p> <p>None</p> <p>None</p> <p>None</p> <p>\$142.68 TA Relief Time (4 people for 3 hours at \$11.89/hr) (Title I)</p>	<p>and Saturday interventions.</p>	<p>and teachers</p>	
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*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

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

**ACADEMIC DOMAIN
ENGLISH LANGUAGE PROGRAMS**

English Language Development (ELD) and Access to Core

LEA 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.

Two-Year School Goal:* **By June of 2016, the percentage of English Learners who will reclassify will increase by 6% over two years from 12% to 18%.**

Identify data used to form this goal:⁵	<input checked="" type="checkbox"/> AYP Report/CAHSEE	<input type="checkbox"/> CORE Waiver Data Report (if applicable)	<input checked="" type="checkbox"/> MyData (CST Strand Report)
<input checked="" type="checkbox"/> CELDT / AMAOs	<input checked="" type="checkbox"/> Student Grades	<input type="checkbox"/> Curriculum-Based Measure: _____	<input checked="" type="checkbox"/> Data Summary Sheet

<p>Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?</p> <ul style="list-style-type: none"> • What factors explain the changes in proficiency levels over time? • Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment? • What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)? 	<ul style="list-style-type: none"> • According to AMAO 3, proficiency levels in ELA increased from 20.4% to 47.7%. Some of the factors that helped were the year long ELA classes for 9th and 10th grade as well as our block schedule (4X4), which allows for more instructional time than required (3 hours of class). • The interventions were effective because all our EL accountabilities increased from 2012 to 2013. The percent of students scoring proficient on CELDT increased from 29.2% in 2012 to 32.5% in 2013. The percent of students passing English/Adv ESL with C or better also increased from 52% in 2012 to 70.1% in 2013. Finally, AMAO 1 went from 49.7% in 2012 to 54% in 2013 and AMAO 2 went from 13.6% in 2012 to 19.4% in 2013 for less than 5 years, and from 31% in 2012 to 37.1% in 2013 for more than 5 years. • According to the English Learner Progress, the reclassification rate increased from 9% in 2012 to 12% in 2013 which again have to do with the 4X4 block schedule, the year long ELA classes, and the morning intervention offered to these EL students.
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Key Strategy(ies): **Increase English Learners' access to the core curriculum and progress towards reclassification through research-based access to core strategies, targeted intervention, and school-wide EL progress monitoring.**

Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address English learner needs.)	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Effective Instructional Program (Professional Learning and	<ul style="list-style-type: none"> • Plan and revise lessons using text dependent questions in order to increase English Learners' access to the core curriculum and progress towards reclassification through research-based access to core strategies, targeted intervention, and school-wide EL progress monitoring.. 	None	Principal and all other administrators will monitor department meetings and conduct weekly observations to	Principal Administrators Title III coach, and Title I coordinator	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Arleta High School

<p>Classroom Instruction) ^{2, 4, 5}</p>	<ul style="list-style-type: none"> Read About the World reading strategy for expository text with student activities to promote reading skills and answering text dependent questions. Professional Development for teachers with LTEL students(Long Term English Learners) and ELD students (English Language Development) to work on research-based access to core strategies that will increase English Learners' access to the core curriculum and progress towards reclassification through targeted intervention and school-wide EL progress monitoring. Rosters to all teachers to identify English Learners so they can work with them specifically using research-based access to core strategies that will increase English Learners' access to the core curriculum and progress towards reclassification through targeted intervention. Title III coach will help identify and address ELD student needs, such as those identified by instructional data collected by progress monitoring in the areas of reading and literacy standards to increase English Learners' access to the core curriculum and progress towards reclassification. 	<p>None</p> <p>\$2,938 Staff Training Rate (104 hours at \$28.18)(Title III)</p> <p>None</p> <p>None</p>	<p>check that the strategies are being implemented in all classrooms.</p>		
<p>Maximizing Instructional Time ³</p>	<ul style="list-style-type: none"> Using text dependent questions to increase English Learners' access to the core curriculum LAT (Language Appraisal Team) meetings to address student needs for individual students who need extra support in accessing the core curriculum and making progress towards reclassification.. LAT (Language Appraisal Team) meetings to reclassify students using student work that shows proficiency of the core curriculum and progress towards reclassification. Title III coach will work directly with teachers and EL (English Learner) students Incorporating instructional strategies for EL (English Learner) students and LTEL (Long Term English Learners) that increase English Learners' access to the core curriculum, which will then help students as they get closer to reclassification. 	<p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>Principal and all other administrators will monitor by conducting weekly observations to check that the strategies are being implemented in all classrooms and giving feedback to teachers about what they see.</p>	<p>Principal Administrators Title III coach, Title I coordinator, and teachers</p>	<p>August 2014-June 2016</p>
<p>Interventions to Close Achievement Gaps ^{2, 3}</p>	<ul style="list-style-type: none"> ELD intervention classes (Mondays 7-8:30 am) focused on increasing English Learners' access to the core curriculum Sunrise academy for ELD (English Language Development) students also focused on increasing English Learners' access to the core curriculum Individual pullout during school day to work with specific at-risk students in order to increase English Learners' access to the core curriculum and progress towards reclassification 	<p>None</p> <p>None</p> <p>None</p>	<p>Principal and other administrators will organize and monitor before, after school, and Saturday interventions</p>	<p>Principal Administrators Title III coach, Title I coordinator, and teachers</p>	<p>August 2014-June 2016</p>

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

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Arleta High School

	<ul style="list-style-type: none"> • After school tutoring for ELD (English Language Development) students for the purpose of increasing English Learners' access to the core curriculum and progress towards reclassification. • English Learners will have the Impact after school program (30 hours) which will help students to deal with other issues that hinder their access to the core curriculum.. • Summer EL intervention classes for at risk students prior to the CELDT administration • CELDTabration (celebration for CELDT students) for reclassification – student acknowledgement at the end of the intervention and parent celebration at Open House with certificates for student achievement. 	<p>\$2005.12 Tutoring Teacher X Time (Title III)</p> <p>\$2005.12 Tutoring Teacher X Time (Title III)</p> <p>\$2005.12 Tutoring Teacher X Time (Title III)</p> <p>None</p>			
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*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

**Los Angeles Unified School District
Single Plan for Student Achievement Goal Matrix
CULTURE and CLIMATE DOMAIN
PARENT AND COMMUNITY ENGAGEMENT**

LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

Two-Year School Goal:* By June of 2016, parents will have at least 12 opportunities to acquire information, knowledge, and skills to support their children’s education at home and at school.

Identify data used to form this goal:⁵	<input checked="" type="checkbox"/> AYP Report/CAHSEE	<input type="checkbox"/> CORE Waiver Data Report (if applicable)	<input type="checkbox"/> MyData (CST Strand Report)
<input checked="" type="checkbox"/> Student Grades	<input checked="" type="checkbox"/> School Experience Survey	<input type="checkbox"/> Data Summary Sheet	<input checked="" type="checkbox"/> Other: Student Led Conferences/Grade Level Orientation Meetings

<p>Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?</p> <ul style="list-style-type: none"> • What factors explain changes in parents feeling welcomed at school over the last two years? • What factors explain changes in parents having opportunities for involvement at school over the last two years? • What factors explain the changes in parents talking with their child’s teacher about schoolwork over the last two years? 	<ul style="list-style-type: none"> • Parents report that they feel welcomed at Arleta High School. In 2013 92% of parents reported that they feel welcomed at the school. This is an increase of 1% from the previous year and 12% higher than the LAUSD average. • Arleta High School continues to ensure that all people are treated with respect and that parents are welcomed as partners in their child’s education. • According to the School Experience Survey results, there was an increase in responses of parents who have talked with their child’s teacher about school work from 29.8% to 75.9% from 2012 to 2013. The committee believes that the increase is primarily due to a rewording of the question on the LAUSD survey. Arleta High School’s use of student-led conferencing for conference protocols and the rewording of the question accounted for the 2013 response percentage. • School Experience Survey: There was a drop in the number of parents who responded to the school experience survey from 2012 to 2013. A higher participation rate in the survey is a priority for the future. • Arleta High School’s parent involvement opportunities have included: SSC, ELAC, WASC, Special Education, LIS committees, Four structured conference opportunities each year (Back to School, PLBAO (2), Open house), Grade-Level parent meetings, College-Going Culture workshops, Assessment awareness workshops (STAR, CAHSEE), SLC parent opportunities (parent breakfasts, awards nights), Parent education classes (District-sponsored, school initiated), School-based parent surveys, and School and community activities.
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Key Strategy(ies): Develop a calendar of important dates for parents to participate in activities, trainings, assemblies, and other opportunities that keep them involved in their children’s educational success. Post these dates online and publicize them in a timely manner.

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the “Seven Turnaround Principles” are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Arleta High School

Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)**	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Parent Engagement ⁷	<ul style="list-style-type: none"> Maintain welcoming culture by creating a calendar of important dates for parents to participate in activities, trainings assemblies, and other opportunities to be involved in their children's educational success. School committees scheduled at times when parents can attend, announced and communicated in a timely manner through a calendar of important dates for parents to be involved in their children's educational success. Parent meetings planned, scheduled, and publicized in a timely manner through a calendar of important dates for parents to be involved in their children's educational success. Develop additional parent engagement opportunities based on survey results according to the calendar of important dates for parents to be involved in their children's educational success. Develop additional opportunities for parents to be engaged in celebration of student learning (conferencing, awards ceremonies, academic fairs) in accordance with the calendar of important dates for parents to be involved in their children's educational success. 	<p>None</p> <p>None</p> <p>None</p> <p>\$1,436 Teacher Parent Activity Differential (Title I Parent Involvement)</p> <p>None</p>	Principal and all other administrators will monitor by keeping sign-ins, agendas, and evaluations of the different activities.	Principal, Title I Coordinator Teachers	August 2014-June 2016
Parent Communication ⁷	<ul style="list-style-type: none"> Continue to use LAUSD and school-site methods of communication (Blackboard connect, marquee, newsletters, parent phone calls, school mailings, etc) to inform parents of the different activities they can participate in according to the calendar of important dates for parents to be involved in their children's educational success. A community representative will support parent communication efforts Continue to use and expand parent survey participation (School Experience Survey, school-generated) 	<p>\$875 Parent IMA (Title I)</p> <p>\$12,442 Community Representative (Title I)</p> <p>None</p>	Principal and all other administrators will monitor by keeping sign-ins, agendas, and evaluations of the different activities.	Principal, Title I Coordinator Teachers	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

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Arleta High School

	<ul style="list-style-type: none"> Continue to use the school personnel to expand communication opportunities according to the calendar of important dates for parents to be involved in their children's educational success. Explore the school-wide use of an internet platform for communicating student progress and grades (i.e. MIISIS, Edmoto, Easy Grade Pro, Connect Ed.) also according to the calendar of important dates for parents to be involved in their children's educational success. 	None			
Parent Training ⁷	<ul style="list-style-type: none"> Continue to provide parent training opportunities to support student achievement of expected outcomes (school culture expectations, graduation rate, college readiness, Common Core State Standards, assessments, EL Master Plan, etc.) Continue LAUSD- sponsored parent training opportunities (computers, parenting, etc.) and school-developed opportunities (computers, college readiness, CCSS) Expand parent training opportunities based on survey results and make sure they are in the calendar of important dates for parents to be involved in their children's educational success. 	<p>\$56,995 Senior Office Technician (Title I) District</p> <p>None</p> <p>None</p>	Principal and all other administrators will monitor by keeping sign-ins, agendas, and evaluations of the different activities.	Principal, Title I Coordinator Teachers	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

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

**SOCIAL/EMOTIONAL DOMAIN
100% ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS**

Two-Year School Goal:*	By June of 2016, student attendance will increase by 10% in order to meet the District’s goal of 76% of students attending school 96% of the time.
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Identify data used to form this goal:⁵	<input checked="" type="checkbox"/> AYP Report/CAHSEE	<input checked="" type="checkbox"/> MyData (Early Warning/At-Risk Report)	<input type="checkbox"/> Student Grades
	<input checked="" type="checkbox"/> Data Summary Sheet	<input type="checkbox"/> School Experience Survey	<input type="checkbox"/> Curriculum-Based Measure: _____
			<input type="checkbox"/> Other: _____

<p>Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?</p> <ul style="list-style-type: none"> • Did the school meet its 2013-2014 attendance targets? • What factors explain changes in student attendance rates over the last two years? • How many instructional days were lost to suspension over the last two years? • What factors explain the changes that occurred in the suspension rates over the last two years? • What factors explain the changes that occurred in instructional days lost to suspension over the last two years? • What factors explain the changes that occurred in student responses to school safety? 	<ul style="list-style-type: none"> • The school did not meet the District’s goal of having 76% of students attend school 96% of the time. • Although Arleta did not meet the District’s goal of having 76% of our students attend school 96% of the time, we did increase our student attendance by 11% over the last 2 years. We went from 59% of our students attending 96% of the time in 2011-2012 to 70% of our students attending 96% of the time in 2012-2013. In addition, we did beat the District’s student attendance average of 63% by 7%. We believe that the 11% increase is due to a schoolwide focus on student attendance. • According to the Data Summary Sheets, , in 2012-2013 there were only 2 days of instruction lost to suspension compared to 54 days of instruction lost to suspension in 2011-2012. Arleta has dramatically decreased its student suspension rate (which was already below the District average) from 3% in 2011-2012 to 0.1% in 2012-2013. A reduction of 2.9%. • The school’s suspension average beat the District average of 1.6%. Some of the reasons for these changes are that the entire faculty and staff support the supervision of students in order to ensure that the school maintains an environment for teaching and learning. • Due to the fact that less students were suspended, instructional days were not lost for the students who did not get suspended. • 92% of the students reported that they feel safe on school grounds because all members of the school community are visible at all times in order to support the safe and orderly campus.
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Key Strategy(ies):	Implement a schoolwide campaign that is focused on attendance.
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Turnaround Focus Areas***	Actions/Tasks to accomplish the Strategy(ies)**	Projected Annual Costs, Expenditures, and Funding Sources	How will the school monitor the actions/tasks?	Staff Responsible	Start/Completion Date
Social / Emotional Interventions ⁶	Attendance: <ul style="list-style-type: none"> • We will have Advisory lessons focused on student attendance, attendance goal setting by all Arleta students. • We will have the school nurse check on students who are absent due to medical/health issues as we are stressing the importance of our focus on attendance, which then will contribute to student success. 	\$2139.24 PSA Counselor X-Time (Title I) \$2005.12 School Nurse X-Time (Title I)	Principal and all other administrators will monitor interventions through observations and supervision of activities. COST meetings bring out	Principal Administrators Title III coach, Title I coordinator, PSA counselor, psychologist,	August 2014-June 2016

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the “Seven Turnaround Principles” are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Arleta Highme) School

	<ul style="list-style-type: none"> • COST team will analyze attendance data and coordinate interventions for students with chronic absences, including sending letters home to parents and meeting with parents. • Plan and implement incentive programs in the form of special assemblies and give-away raffles for students with perfect monthly attendance. • Implementation of a strict senior and junior attendance policy where students who have more than 25 period absences face consequences in the form not participating in fun, extracurricular grade level activities as a result of poor attendance. 	None	progress data for each intervention that is held.	deans, counselors and other coordinator	
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*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix

***Applicable section number(s) of the "Seven Turnaround Principles" are listed in the table above, i.e., 1, 2, 3, 4, 5, 6, or 7.

Arleta High School

CORE Waiver Status and Interventions Form

Title I schools that fail to meet their California Annual Measurable Objectives (CA AMO) and/or their School Quality Improvement System growth goal* will be required to help inform appropriate interventions and shall indicate so in the annual Single Plan for Student Achievement (SPSA) by adding the Status and Interventions form and answering template questions provided by CORE staff to the participating LEA. A template to indicate AMO achievement and questions for 2014-16 are as follows

LEA:	Los Angeles Unified School District		Year:	2014-2016					
2013-2014 AMOs (based on 2012-2013 data)			Yes	No	Prior Year AMOs (based on 2011-2012 data)			Yes	No
Did the school meet this year's API growth target?			X		Did the school meet the prior year's API growth target?			X	
Did the school meet this year's achievement target? (California Annual Measurable Objectives)				X	Did the school meet the prior year's achievement target? (California Annual Measurable Objectives)				X
Did the school meet the graduation rate target? (if applicable)			X		Did the school meet the prior graduation rate target? (if applicable)			X	
Did the school meet this year's School Quality Improvement Goal?			N/A	N/A	Did the school meet this year's School Quality Improvement Goal?			N/A	N/A
					Please list the targeted subgroups and content areas:				
1. Based on analysis of the CA AMOs, graduation rates and School Quality Improvement System, which subgroups and content areas will the school target for improved achievement in the 2014-16 school years?					The subgroups that the school will target for improved achievement in the 2014-2016 school years are Socio-Economically Disadvantaged students in the area of ELA, and Students With Disabilities in the areas of ELA and Math.				
					Mark boxes where existing goals within the SPSA are found:				
2. Are there existing goals within the SPSA addressing the target areas for improved academic achievement identified in the Status and Intervention form? Yes					<input type="checkbox"/> 100% Graduation <input checked="" type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> English Language Development -Title III <input type="checkbox"/> Parent & Community Engagement <input type="checkbox"/> 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills				
					Mark boxes where existing interventions within the SPSA are found:				
3. Are there existing interventions planned to address the target areas for improved academic achievement linked to the goals related to the Status and Intervention form? Yes					<input type="checkbox"/> 100% Graduation <input checked="" type="checkbox"/> English Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> English Language Development -Title III <input type="checkbox"/> Parent & Community Engagement <input type="checkbox"/> 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills				
					Mark boxes to be used as indicators to measure success:				
4. What indicators will be used to measure success of the applied interventions?					<input checked="" type="checkbox"/> Student Grades <input type="checkbox"/> Curriculum Based Measures <input type="checkbox"/> DIBELS <input type="checkbox"/> MyData At-Risk Alerts <input checked="" type="checkbox"/> AYP Report/CAHSEE <input type="checkbox"/> Other: _____				

*Availability to be determined at a later date

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114 COMPONENTS FOR IMPLEMENTATION

<p>1. 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.)</p> <ul style="list-style-type: none"> • At Arleta High School there are intervention programs before school in the form of formal instruction for EL students and tutoring for all students in the core subjects of English, Math, Social Studies, and Science; as well as making the library available to study, type their work, do research, or just read to improve literacy. • During the school day, there are pull out programs to work with specific students that need additional support. Many of the classes have a paraprofessional in the classroom to help students individually inside the classroom setting as needed. The library is also open to students to work during both lunch periods, when they can also • After school programs include tutoring by individual teachers in the core subjects of English, Math, Social Studies, and Science, tutoring through KYDS, and the IILAB (Intensive Intervention Lab) that focuses in credit recovery for some A-G courses. • On Saturdays there are intervention programs to help EL students and all at-risk students with their literacy and math skills so they can increase their ability to access the Common Core State Standards curriculum in all their classes.
<p>2. Describe the strategies to be utilized to meet the educational needs of historically underserved population (migrant students, homeless students and American Indian students).</p> <p>The following strategies will be utilized to meet the educational needs of Migrant Students:</p> <ul style="list-style-type: none"> • Address the needs of migrant students in the Single Plan for Student Achievement. • Ensure that the Migrant Education Program (MEP) <i>Family Work Questionnaire</i> is part of the enrollment packet. • The Principal will designate a certificated staff member to be the MEP school contact person. The certificated contact person will be the <u>principal</u> (position/title). • 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). <p>The following strategies will be utilized to meet the educational needs of Homeless Students:</p> <ul style="list-style-type: none"> • 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 will be the <u>principal</u> (certificated position/title). <p>The following strategies will be utilized to meet the educational needs of American Indian Students:</p> <ul style="list-style-type: none"> • 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 <u>principal</u> (certificated position/title).
<p>3. Description of strategies used by the District to attract high-quality, highly qualified teachers to high-need schools includes recruitment efforts to ensure that core academic subject areas are staffed with high-caliber teachers.</p> <p>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.</p>

**TITLE I SCHOOLWIDE PROGRAM SCHOOLS/NCLB 1114
COMPONENTS FOR IMPLEMENTATION
(continued)**

4. 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.

5. Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications.

To determine whether or not district, state, and federal goals 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 Annual Evaluation of *Single Plan for Student Achievement*. 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 Matrix pages have not provided results or sustained improvement. In addition, parents are provided opportunities (i.e., participation in SSC, various public meetings, and/or advisory committees) to renew the report and provide feedback on the programs that have been implemented.

6. Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (elementary schools only)

7. 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:

- 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

PARENTAL INVOLVEMENT POLICY

Insert

Parental Involvement Policy

Each school in LAUSD is required to develop a written parental involvement policy. This policy describes how the school will support and increase parent involvement. The parental involvement policy must be developed with parents and include participation from all appropriate advisory committees and be agreed upon by the School Site Council. The written parental involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

The sample in the Resource Guide will assist schools in customizing their own Parental Involvement Policy based on identified data-driven needs. Beginning May 2010, schools are required to annually submit evidence that the Parental Involvement Policy was reviewed and/or revised by the SSC with input from the appropriate advisory committees. Schools are required to submit copies of the Parental Involvement Policy to the Educational Service Center Parent and Community Engagement Unit.

**** When submitting final school plan, place Parental Involvement Policy behind this placeholder page. ****

SCHOOL-PARENT COMPACT

Insert

School-Parent Compact

Section 1118 of NCLB advocates shared responsibilities for high student academic achievement. The school-parent compact is a component of the Parental Involvement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

The sample in the Resource Guide will assist schools in customizing their own Parental Involvement Policy based on identified data-driven needs. Beginning in May of 2010, schools are required to submit evidence annually that the Parental Involvement Policy was reviewed and/or revised by the SSC with input from the appropriate advisory committees. Schools are required to submit copies of the Parental Involvement Policy to the Educational Service Center Parent and Community Engagement Unit.

**** When submitting final school plan, place School-Parent Compact behind this placeholder page. ****

Educational Service Center MONITORING

A comprehensive and multi-level monitoring process assists the Educational Service Center (ESC) in evaluating the implementation of the Goal Matrix and helps to inform future practice. Schools are monitored by the Educational Service Center through the use of the School Support Visit Report completed by ESC Instructional Directors following multiple site-based visits. Instructional Directors conduct performance dialogues with their network principals to review the academic progress of all students and the School Support Visit Reports are a mechanism for memorializing the support Instructional Directors offer to the schools and for giving feedback to principals. The School Support Visit Report provides a consistent manner of summarizing an Instructional Director’s visit to the campus. The focus of the School Support Visit Report is to monitor implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress. School Support Visit Reports help ensure that the director and the principal are maintaining a focus on the instructional priorities of the school. These reports allow staff to determine instructional strengths and weaknesses on a school- and district-wide basis. The Deputy Superintendent of Instruction, Instructional Superintendents, and Instructional Directors 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.

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

Instructional Directors must describe the additional service and support provided to the school’s instructional program below. In addition to the above, Instructional Directors of schools identified as Rewards, Collaborative Partner, Priority, Focus, or Support must describe monitoring of the school’s implementation of the CORE Waiver mandates, and additional service and support provided to the instructional program:

BUDGET

Insert

Budget Pages found at:

fsep.lausd.net

Budget Funding

2014-2015 Assurances & Justifications Budget Pages

ATTACHMENTS

Directions: Attach materials which include the following:

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA.
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
 - Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.
- **Annual Title I Meeting**
Evidence of yearly Title I parent meeting. (Agenda and flier)
- **School Report Card** (School Experience Survey for Parents) New Schools—insert the Analysis of School Experience Survey for Parents located in the *Resource Guide for Completing the SPSA*.
- **CD containing an electronic copy of the 2014-2015 SPSA in Word format**

Retain at the School:

- **Small Learning Community Plan**
- **GATE Plan**
- **Grants**
Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**