

LAWNDALE HIGH SCHOOL

2015-16 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)



Dr. Paula Hart Rodas, Principal

CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT

The mission of the CVUHSD is to ensure the academic success of all students by implementing school to career academies to address all learning needs and choices, reflecting the industry careers in the South Bay.

Vision Statement

The Centinela Valley Union High School District believes that all students can learn, and expects each and every student to make continuous progress toward meeting and exceeding the California State Standards. Our success as educators can only be measured by the success of our students and that success must and will be the driving force behind everything we do.

To that end, the Centinela Valley Union High School District believes that the following tenets are necessary in order for all our students to be successful.

1. It is not enough for us to teach and assume that our students have learned. Learning will be continuously assessed in order to evaluate the success of our teaching.
2. We will never blame students. Their success is our responsibility. When our students fail, we fail. Policies and practices of the District and its' employees will foster and never be a hindrance to student success. These policies and practices include, but are not limited to Instruction, Grading, Placement, Curriculum and Discipline.
3. All students have the right to access the most rigorous curriculum, and when appropriate, will be given any necessary support to be successful in the most advanced courses.
4. Our responsibility goes beyond the earning of a high school diploma. We will advance a curriculum that provides both academic and career-technical skills so that students have the choice to enter and be successful in a four-year university and/or obtain an industry job from a variety of career pathways.

The CVUHSD Graduate Profile

The graduate profile was developed in collaboration with partners from industry, post-secondary, the community, as well as students, parents, school staff and administration, and district leadership. Each course and program works toward alignment with it, supporting each CVUHSD student in matching this profile upon graduation:

- College & Career Ready Individuals
 - Graduates will develop and manage a clearly articulated post secondary plan that is aligned with their academic and/or career goals and personal passions.
- Effective Communicators
 - Graduates will be able to express thoughts and articulate ideas through verbal, non-verbal, written, and technological means.
- Ethical Leaders
 - Graduates will demonstrate ethical leadership through effective decision-making and self-management by understanding their personal strengths and weaknesses.
- Independent & Collaborative Critical Thinkers & Problem Solvers
 - Graduates will exercise critical thinking skills to independently and collaboratively address the nature of a problem and propose creative solutions.
- Socially Aware & Responsive Community Members
 - Graduates will act as productive citizens who serve in the community to improve the quality of life for their local, national, and global community.

LAWNDALE HIGH SCHOOL

Mission & Vision

Mission

Lawndale High School's mission is to graduate all students with high levels of critical thinking and interpersonal skills. Through diverse, culturally-relevant, and research-based instructional practices graduates will be empowered to take ownership of their environment, be positive contributors and global citizens.

Vision

Lawndale cultivates a positive learning environment where each student is confident and self-sufficient in their pursuit of post-secondary success at an institute of higher learning, in a career and life.

School Profile

During the 2014-15 school year, Lawndale High School served 2,258 students in grades 9--12. Student enrollment included 226 (10%) receiving special education services, 226 (10%) qualifying for English learner support, and 2,066 (91.5%) qualifying for free or reduced--price meals. Lawndale High School offers a comprehensive standards--based curriculum, preparing students for their postsecondary education opportunities and entrance into the workforce. Over the past three years, Lawndale High has steadily increased its API standings in both state and similar schools comparisons. Parents are encouraged to get involved in Lawndale High School's learning community by volunteering their time, attending school events, or sharing in the decision-making process.

Parent representation is an integral component of the School Site Council, English Learner Advisory Council, Title I Parent Advisory Committee, and Western Association of Schools and Colleges Committee (WASC). Each of these groups is responsible for leading and evaluating the school's progress to provide a safe and effective learning environment. During the 2003-2004 school year, Lawndale had already begun to experience API growth that would lead to its recognition as a 2009 California Distinguished School. Other awards received over the past several years include: Title One Academic Achievement Award, California Business for Excellence in Education Award, ED Equity Award, Diamond Award for Counseling, Silver Medal School Award for U.S. News and World Report, and National Center for Urban School Transformation Excellence in Education Award. Receiving these awards have boosted the image of Lawndale High School in the community and given LHS students and staff a greatly increased sense of pride for all of the school's hard work and accomplishments

School Facilities

According to the 2013-14 School Accountability Report Card (SARC), Lawndale High School was built in 1958 and spread across 38 acres of land. Beginning in 2010 Lawndale High School began several phases of Master Renovations. As of 2014-15, there are 75 permanent classrooms, 24 portable classrooms, 11 sets of restrooms, and 1 unisex restrooms, one gym, four staff lounges, and one sports stadium.

School Initiatives

A-G curriculum, allowing all students access to college admission, E2020, AVID, Small Learning Communities, Academies, Direct Interactive Instruction, and Pearson Grading Reform, Positive Behavior Intervention & Support, Response to Intervention

School Programs

BTSA, District Professional Development Days, Collaboration Time (weekly), Supplemental English and math programs, SPED, AVID, ELAC, Title-I, Academy of Media Arts, Biomedical Careers Academy, Marine

Science Academy, American Sign Language Academy, E2020 Credit Recovery, and several student clubs including, but not limited to as Asian Club, AVID Club, Black Student Union, Key Club, Ladies in Action, and Yearbook.

Title I Schoolwide Program:

Lawndale High School operates a Title I School Wide Program. The School Site Council first completed the schoolwide needs assessment and submission of Schoolwide status in July of 2012 and has been annually approved since then.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. This schoolwide reform strategy requires that a school--

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I.

A growing body of evidence shows that it is possible to create schools where all students achieve to high standards, even when most students in the school are poor or disadvantaged. These schools share common characteristics, including:

- A clear focus;
- High expectations for students and staff;
- An environment focused on learning;
- Strong leadership;
- Curriculum, instruction, and assessments aligned with standards;
- High-quality professional development;
- A collaborative spirit and collaborative structures;
- Meaningful parental involvement; and
- A commitment to continuous review and improvement.

These characteristics are most likely to produce effective schools when they are integrated together into a schoolwide framework. The Title I schoolwide process supports the creation of high-performing schools by encouraging schools to make significant, even radical, changes in how they do business, and providing them with a comprehensive process for doing so. Developing and implementing a high-quality schoolwide program is a systemic, effective strategy for increasing the academic achievement of all students.

The schoolwide authority also reflects the following fundamental principles of Title I, as amended by the NCLB:

- Accountability for results. In a schoolwide program, accountability for results is shared throughout the school. All students are expected to meet the State's challenging standards, and students who experience difficulty mastering those standards are provided timely, effective, additional assistance. Teachers use information about student performance and

share ways that instruction can be improved to meet a wide range of student needs. The school keeps parents informed of the achievement of individual students, and of the progress of the school in meeting its goals.

- Research-based practices. Schoolwide programs operate according to a plan that contains proven, research-based strategies designed to facilitate schoolwide reform and improvement. Professional development activities are based on practices proven to be successful in helping teachers improve the quality of their instruction.
- School and community engagement. Staff in schoolwide programs engage parents and the community in their work as planners, participants, and decision makers in the operation of the school. This collaboration is based on a shared vision of the school's values and overall mission. These partnerships strengthen the school's ability to meet the needs of all students and improve the school.

The Single Plan for Student Achievement

SCHOOL: **Lawndale High School**

County-District School (CDS) Code 19-64352-1934926

Principal: **Paula Hart Rodas, Ed.D.**

Date of this revision: October 21, 2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Centinela Valley Union High School District

The District Governing Board approved this revision of the SPSA on November 10, 2015

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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

School Goals	
<p>1. Basic: Students shall be taught by highly-qualified teachers. Students will have access to standards-aligned materials. Students will be educated in facilities that are maintained in good repair.</p> <p>2. Implementation of State Standards: Students shall have access to the Common Core Standards in English Language Arts (ELA) and Math. Students shall also have access to science and social studies state standards, literacy in science, and technical subjects standards.</p> <p>3. Parent Involvement: Increase parent and community engagement.</p> <p>4. Pupil Achievement: Increase student performance in standardized tests. 5. Pupil Engagement: Increase student attendance rates while decreasing chronic absenteeism rates. Also, increase high school graduation rates.</p> <p>6. School Climate: Increase the sense of safety and school connectedness among students, parents, and teachers.</p> <p>7. Course Access: Increase course offerings in a broad course of study that includes various subject areas.</p> <p>8. Other Pupil Outcomes: Increase student performance on completion of A-G requirements and college readiness indicators.</p>	
What data did you use to form this goal (findings from data analysis)?	How does this goal align to the district's LEA Plan and LCAP goals?
<p>1. 2014-15: CAHSEE Overall 482 tenth grade tested CAHSEE Math exam - 381 (80%) passed Math 466 tenth grade tested CAHSEE ELA exam - 395 (85%) passed ELA</p> <p>2. 2014-15 CAHSEE Subgroups 40 (60%) out of 67 tenth grade ELs passed Math CAHSEE 35 (61%) out of 57 tenth grade ELs passed ELA CAHSEE 11 (24%) out of 46 tenth grade SWD passed Math CAHSEE 11 (34%) out of 32 tenth grade SWD passed ELA CAHSEE</p> <p>3. 2014-15 -- 94.3% graduation rate, 565/599 students 2014-15 – 39% A-G completion rate, 220/565 students</p> <p>4. 154 parents participated and graduated from the PIQE (Parent Institute for Quality Education) program</p>	<p>All plans identify a need to improve proficiency rates in reading, English Language Arts (ELA) and mathematics.</p> <p><i>LEA Plan Goal Alignment:</i> <i>Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.</i> <i>Goal #2: 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.</i> <i>Goal #3: By 2016-17, all students will be taught by highly qualified teachers.</i> <i>Goal #4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.</i> <i>Goal #5: All students will graduate from high school.</i></p> <p><i>LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API, testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).</i> <i>LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.</i> <i>LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level.</i></p>

	<i>Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.</i>
<p>What did the analysis of the data reveal that led you to this goal?</p> <p>The analysis of data reveals that additional and further ELA and math interventions are required to improve the achievement of all subgroups of students.</p> <p>The analysis of data reveals that additional supports are needed to help students be college/career ready, including improving A-G completion rate.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal?</p> <ul style="list-style-type: none"> • School Site Leadership Team • School Site Council (SSC) • English Learners Advisory Committee (ELAC) • Title I Advisory Committee
<p>Who are the focus students and what is the expected growth?</p> <p>Analysis revealed that special focus should be placed on the EL, SED, SWD, Hispanic and African American students in Algebra, Geometry, and Algebra II to assist in achieving proficiency in these areas.</p> <p>Analysis revealed that focus should be placed on EL students in ELA and math to better support LTELs toward graduation and college readiness.</p>	<p>What data will be collected to measure student achievement?</p> <p>Scores from pre-diagnostic, CSAs, and CFAs along with statistical data from Illuminate will be used to measure achievement.</p>
<p>What process will you use to monitor and evaluate the data?</p> <p>Each Fall and Spring the SSC Committee, ELD Coordinator, AVID Coordinator, Department Chairpersons, Lead Academy Teachers and Site Leadership team will analyze growth and achievement goals for SBAC, CSA, and CFA scores during collaboration time and leadership meetings by grade level, subject area, and academy.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p> <p style="text-align: center;">N/A</p>

ID Number: <small>(put this number in the "notes" section of SmartE to align expenditures with these approved goals/action steps)</small>	Strategies/Actions to Implement this Goal	Start/Completion Date/Personnel Responsible	Title I Amount	Process for Evaluation of Implementation
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<i>Priority #1: Basic: Students shall be taught by highly-qualified teachers. Students will have access to standards-aligned materials. Students will be educated in facilities that are maintained in good repair.</i>				
<p>A. Development and training for teachers, counselors, administration for differentiation and intervention strategies and methods for EL students scoring below proficiency in ELA and math.</p> <p>B. Hire highly-qualified teachers with subject matter mastery.</p> <p>C. Ensure equitable access to standards-based course materials for all students aligned to Common Core and state content standards.</p>				
1.	All 1 st and 2 nd year	Aug 01, 2015 – June		Review who enrolls

	teachers will attend BTSA induction workshops.	30, 2016 Principal, Associate Principals, and BTSA support providers		in BTSA and monitor progress by reviewing report of teacher participation.
2.	Additional classroom technology and equipment for student interventions that support increased proficiency.	Aug 01, 2015 – June 30, 2016 Site Administration, Technology Department		SSC will receive and review annual report of which classrooms/programs have access to what technology

Priority #2: Implementation of State Standards: Students shall have access to the Common Core Standards in English Language Arts (ELA) and Math. Students shall also have access to science and social studies state standards, literacy in science, and technical subjects standards.

A. Provide professional development.

4.	Professional Development-Common Core	Aug 01, 2015 – June 30, 2016 Site Administration Educational Services		Report on what PD is offered and which teachers are attending.
5.	Professional Development-UCLA Math & History	Aug 01, 2015 – June 30, 2016 Site Administration Educational Services		Report on what PD is offered and which teachers are attending.
6.	Illuminate item bank for Common Core/SBAC test preparation	Aug 01, 2015 – June 30, 2016 Site Administration Academy Leaders, Department chairpersons		E-mail communications notifying teachers of these resources. Classroom observations to see evidence of them being used.
7.	Professional Development-UCLA Next Generation Science Standards (NGSS)	Aug 01, 2015 – June 30, 2016 Site Administration Academy Leaders, Math Department chairpersons, Teachers		Report on what PD is offered and which teachers are attending.

Priority #3: Parent Involvement: Increase parent and community engagement.

- A. Educate Lawndale parents on how to foster a positive educational environment for their children both at home and at school.
- B. Increase the depth of and frequency by which parents are informed of student academic progress and need for intervention.
- C. Frequently inform students and parents of college and postsecondary career opportunities.
- D. Increase frequency and varied types of communication to parents regarding school information.

8.	Title I and Parent Involvement Specialist	Aug 01, 2015 - June 30, 2016 Site Leadership team	\$47,028 Title I	SSC will get a report on the various parent workshops, attendance, and feedback.
	Title I Facilitator	Administration, ELD Coordinator, AVID	\$4,982 Title I	
	Parent workshops	Coordinator,	\$500 Title I	

	(transcripts, graduation requirements, FAFSA), PTSA, athletics' boosters, parent nights, Title I Facilitator, parent website, snacks for parent attendance.	Academy Leaders, teachers, counselors, Athletic Director, Activities Director		
9.	Teen Parent Coordinator	Aug 01, 2015 – June 30, 2016 Site Leadership team Administration	\$2,875 Title I	SSC will get a report on the activities done by this person throughout the year.
10.	Parent Institute for Quality Education (PIQE)	February – March 2016 (10 weeks) Ed Services Division Site Administration	\$16,000 Title I	Registration and sign-in packets monitored by ELD Coordinator and reported to SSC
11.	Grade level Back On Track Parent intervention meetings	Aug 01, 2015 - June 30, 2016 Site Administration, Academy Leaders, Department chairpersons, Teachers	\$971 Title I	Sign in sheets and agenda.
12.	MSA, AMA, BCA, ALS, AVID Academy Parent nights	Aug 01, 2015 - June 30, 2016 Site Administration, Academy Coordinators, Department chairpersons, Teachers		Sign in sheets and agendas reviewed.
13.	AP Parent Night	Aug 01, 2015 - June 30, 2016 Site Administration, Academy Leaders, Department chairpersons, Teachers		Sign in sheets and agendas reviewed.
14.	Cardinal Parent Welcome Center & Community Liaison	Nov 15, 2015 - June 30, 2016 Site Administration	\$34,800 Title I	SSC will get a report on the activities done by this person throughout the year.
15.	Open House/Parents' Night Out	Aug 01, 2015 - June 30, 2016 Site Administration Academy Leaders, Department chairpersons, Teachers		Sign in sheets and agendas reviewed.
16.	Blackboard Connect, Parent portal on website, Email, and marquee	Aug 01, 2015 - June 30, 2016 Site Administration, Teachers, Academy Leaders, Department chairpersons,		Parent survey on how best to receive communications from the sites.

Priority #4: Pupil Achievement: Increase student performance in standardized tests.

- A. Increase targeted student enrollment in English/Language Arts, reading, and math intervention classes for long-term EL students.
- B. Increase pass rate of 11th grade SBAC by 4% in Math and 4% in ELA for 2015/2016 school year.
- D. Increase number of students passing AP Exams administered by the College Board

17.	Ensure Master Schedule has sufficient Classes to meet EL language acquisition needs	Aug 01, 2015 - June 30, 2016 Site Administration, department chairpersons, Teachers		SSC will hear report on the numbers of classes, the research and data that support the program, and the progress that students in the classes are making.
18.	Identify ELD levels of proficiency using EDGE for incoming freshmen and CELDT for currently enrolled students. Students will be placed in intervention classes identified in matrix based on the test results.	Aug 01, 2015 - June 30, 2016 Site Administration, Ed Services, ELD Coordinator, Site Leadership Team, Counselors		Administration, ELD Coordinator monitor reclassification rates of EL students, CELDT score reports, AMAO progress reports, AYP, API, and report card grades of ELs and communicate with parents in monthly ELAC meetings.
19.	Provide targeted test prep for at-risk students taking annual AP Courses/Exams.	Aug 01, 2015 - June 30, 2016 Site Administration Site Leadership, Department Chairpersons, AP Teachers	\$5,750 Title I	SSC will review sign-in sheets and will hear about the outreach efforts to increase access to the AP program. Analyze AP score results.

Priority #5: Pupil Engagement: Increase student attendance rates while decreasing chronic absenteeism rates. Also, increase high school graduation rates.

- A. Maintain and improve small learning communities/academies in which students explore the wide variety of career options through hands-on, problem-based, project-based, critical thinking, and rigorous real-world application. (AMA, BCA, MSA, ASLA, AVID, 9th grade house)
- B. Reward students for monthly perfect attendance with Cardinal cash.
- C. Increase the attendance rate by 2% for the 2015/16 school year.
- D. Increase the graduation rate by 2% for the 2015/16 school year.

20.	Experiential learning and project based curriculum materials and field trips to enhance student engagement as related to implementation of Common Core.	Aug 01, 2015 - June 30, 2016 Site Administration, department chairpersons, teachers, and Academy leaders.		
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21.	Biomedical Career Academy (BCA) – students explore the wide variety of health care and science career options through hands-on, problem-based instructional activities, and Direct Interactive Instruction	Aug 01, 2015 - June 30, 2016 Site Administration, Ed Services, Site Academy Coordinator, Academy teachers		Counselors, Academy Coordinators, will monitor student assessment data, mark report cards
22.	Academy of Media Arts (AMA)-students use project-based instructional activities to think critically and creatively to solve real-world problems through digital, visual, music, and theatrical media.	Aug 01, 2015 - June 30, 2016 Site Administration, Ed Services, Site Academy Coordinator, Academy teachers		Counselors, Academy Coordinators, will monitor student assessment data, mark report cards
23.	Marine Science Academy (MSA)- students use project based and problem solving instructional activities that prepares students for a rigorous university science program through marine science, technology, and career opportunities.	Aug 01, 2015 - June 30, 2016 Site Administration, 01, 2014 – June 30, 2015 Ed Services, Site Academy Coordinator, Academy teachers		Counselors, Academy Coordinators, will monitor student assessment data, mark report cards
24.	American Sign Language Academy (ASLA)-students use project based and problem solving instructional activities that prepares students for a rigorous university science program through sign language, technology, and career opportunities.	Aug 01, 2015 - June 30, 2016 Site Administration, 01, 2014 – June 30, 2015 Ed Services, Site Academy Coordinator, Academy teachers		Counselors, Academy Coordinators, will monitor student assessment data, mark report cards
25.	PBIS Strategies and	Site Administration,		Analysis of Expulsion/

	rewards to support improved attendance	RTI Specialist, Teachers		Referral rates and types
26.	Tutoring (offered at no-expense to students)	Aug 01, 2015 - June 30, 2016 Site Administration, Site Leadership Team, Avid Coordinator, Peer Tutoring, Counselors		Schedule and sign-in sheets analyzed for effectiveness
27.	AP/SAT/ACT preparation.	Aug 01, 2015 - June 30, 2016 Site Administration, Counselors, Academy leaders		Flyers advertising prep supports
28.	Counselors review A-G requirements and student academic four-year plan. Counselors and student success teams provide interventions for at-risk students.	Aug 01, 2015 - June 30, 2016 Site Administration Site Leadership Team, Counselors, Academy Leaders		Agendas and Sign-In Sheets
29.	Additional ALEKS math intervention.	Aug 01, 2015 - June 30, 2016 Site Administration, Ed Service, Site Administration Counselors, Academy leaders, Math department chairperson	\$9,000 Title I	SSC will hear a report on the numbers of classes of ALEKS offered, numbers of students served, the research behind the program, and the progress the Lawndale students - who are enrolled in the program - are making

Priority #6: School Climate: Increase the sense of safety and school connectedness among students, parents, and teachers.

- A. Assess how safe 9th graders feel on the Lawndale High School campus by giving the California Healthy Kids Paper Survey in January.
- B. Assess how safe teachers feel on the Lawndale High School campus by giving the California Healthy Kids Electronic Survey (teacher version) in January.
- C. Implement an anti-bullying campaign for 9th and 10th graders in February.
- D. Provide a healthy-choices education

30.	California Healthy Kids Survey (students)	January 2016 Site Administration, Teachers		Analysis of results
31.	California Healthy Kids Survey (teachers)	January 2016 Site Administration		Analysis of results

32.	Teen Truth Anti-Bullying	February 2016 Site Administration, Teachers		Analysis of results
33.	Development and implementation drug and alcohol prevention & healthy choices programs.	Aug 01, 2015 - June 30, 2016 Site Administration Site Leadership, CYS, Richstone, Sheriff's Dept, Helping Kids Recover, Healthy Choice Programs		Analysis of the various programs offered and who is taking advantage of them.
34.	Develop 9 th grade advisory/seminar to include anti-drug/gangs curriculum.	Aug 01, 2015 - June 30, 2016 Site Administration, Course Lead		Copies of curriculum analyzed
35.	Quarterly academic celebrations to promote student and staff efficacy.	Aug 01, 2015 - June 30, 2016 Site Administration		Agendas and sign-in sheets
36.	Community Building Training for teachers to build relationships in order to improve student connectedness and performance	Aug 01, 2015 - June 30, 2016 Site Administration, LMU, Teachers	\$29,980 Title I	Sign in sheets, agendas, surveys analyzed for effectiveness

Priority #7: Course Access: Increase course offerings in a broad course of study that includes various subject areas.

- A. Provide more industry-relevant college and career readiness skills into more content courses.
- B. Offer more high school level elective courses.
- C. Promote development of small learning communities and their curricula.

37.	Master schedule creation	Aug 01, 2015 - June 30, 2016 Site Administration, Educational Services		Analyze types of courses offered and equity and access to the various electives and academy programs
38.	Surveying teachers for possible course offerings	January, 2016 Site Administration		Collect survey results
39.	Surveying students for possible course interests	December, 2015 Site Administration, students		Collect survey results
40.	Explore the possibility of the development of new small learning communities	Aug 01, 2015 - June 30, 2016 Site Administration, Academy Coordinators, educational services, teachers		
41.	Advanced Placement Course Applications	February 4 th , 2016- May 14 th , 2016		Analyze numbers of applications and who is

		Site Administration, Counselors, Teachers		completing them for equity and access
42.	Advanced Placement Student Interest Applications	February 4 th , 2016- May 14 th , 2016 Site Administration, Counselors		Analyze numbers of applications and who is completing them for equity and access
43.	Industry/Community Connections	Aug 01, 2015 - June 30, 2016 Site Administration, Academy Coordinators		Compile and review annual list of industry/ community partners

Priority #8: Other Pupil Outcomes: Increase student performance on A-G Completion and College readiness indicators.

- A. Strategic placement of student enrollment in English/Language Arts, reading, and math intervention classes.
- B. Development and training for teachers, counselors, administration in intervention strategies and methods for students scoring below proficiency in ELA and math.
- C. Grading Practices specifically focused on giving effective feedback to students on their performance.
- D. Explore various bell schedules and course placements in order to maximize instructional time.

44.	After school tutoring	Nov 15, 2015-June 30, 2016 Administration, department chairpersons, and teachers.	\$25,000 Title I	SSC analyze schedule of tutoring and sign-in sheets for effectiveness
45.	Provide personnel for intervention programs, Intervention Teacher Salary: Read-180, ELA Success, ALEKS, SAI, EL etc (includes benefits) Provide supplies for Intervention Courses	Aug 01, 2015 - June 30, 2016 Site Administration, Educational Services, Site Leadership Team	\$142,794 Title I \$30,000 Title I (materials)	Administration, department chairpersons, teachers, and academy leaders will monitor student progress and growth in ELA and mathematics on CSAs (and SBAC for 11 th graders). Review attendance and mark reporting periodically to monitor progress in intervention programs.
46.	Health and Welfare for Intervention teachers (cert)	Aug 01, 2015 - June 30, 2016 Site Administration, Certificated	\$25,720 Title I	
47.	ELD stipend to monitor implementation of intervention for English Learners	Aug 01, 2015 - June 30, 2016 Site Administration, Educational Service, ELD Coordinator		ELD Coordinator provide report to SSC annually to describe the ELD program, the program progress data, and the EL parent input
48.	AVID Tutors to work in	Aug 01, 2015 - June	\$75,000 Title I	AVID Coordinator will

	AVID intervention classes providing one-on-one assistance and tutoring to students AVID Field Trips to colleges AVID Tutorial Supplies	30, 2016 Administration and AVID Coordinator will recruit, interview, and hire tutors.	\$15,726 Title I \$3,500 Title I	monitor student progress on CFAs, mark report card grades. This report will be presented to the SSC.
49.	AVID Tutors Health and welfare (classified)	Aug 01, 2015 - June 30, 2016 Site Administration, Classified	\$18,000 Title I	
50.	Site supplemental professional development, sound instructional and grading practices, Common Core, and student data analysis	Aug 01, 2015 - June 30, 2016 Site Administration, department chairpersons, teachers, and academy leaders.		Summary of PD and Sign-In Sheets
51.	Provide rewards and incentives for students to improvement in proficiency levels.	Aug 01, 2015 - June 30, 2016 Site Administration, department chairpersons, teachers, and academy leaders		Maintain record of student progress and rewards/incentives given to students making proficiency.
52.	Professional development and training for teachers to use Illuminate, an online, web based warehouse system to store, analyze, and report student test data.	Aug 01, 2015 - June 30, 2016 Site Administration, Educational Services		District Ed Services and site administration monitor teacher training and use of Illuminate.
53.	Explore bell schedule options.	Aug 01, 2015 - June 30, 2016 Site Administration, Teachers		Agenda and sign-ins
54.	Provide opportunities for students to attend college/career explorations.	Aug 01, 2015 - June 30, 2016 Site Administration, Teachers, College/Career Advisor	\$15,726 Title I (Buses and Subs for chaperones)	Report of the numbers of trips, who attended, and who didn't; report of annual post-secondary matriculation

Form B: Centralized Support for Planned Improvements in Student Performance

The District/School Leadership Team (DSLTL) has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards.

Local Control Accountability Plan (LCAP) 8 Priorities:

- i. Basic: Students shall be taught by highly-qualified teachers. Students will have access to standards-aligned materials. Students will be educated in facilities that are maintained in good repair.*
- ii. Implementation of State Standards: Students shall have access to the Common Core Standards in English Language Arts (ELA) and Math. Students shall also have access to science and social studies state standards, literacy in science, and technical subjects' standards.*
- iii. Parent Involvement: Increase parent and community engagement.*
- iv. Pupil Achievement: Increase student performance in standardized tests.*
- v. Pupil Engagement: Increase student attendance rates while decreasing chronic absenteeism rates. Also, increase high school graduation rates.*
- vi. School Climate: Increase the sense of safety and school connectedness among students, parents, and teachers.*
- vii. Course Access: Increase course offerings in a broad course of study that includes various subject areas.*
- viii. Other Pupil Outcomes: Increase student performance on CSA's.*

LCAP Goal #1: Improve outcomes for students in the English Learner, Black/African-American, Special Education, Foster Youth, and Low Income subgroups, who perform below District, County, and State overall averages in academic performance (i.e. API), testing (i.e. CAHSEE, AP), and post secondary transition (i.e. graduation and dropouts rates and UC/CSU readiness).

LEA Plan Goal Alignment:

Goal #1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017.

Goal #2: 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.

Goal #5: All students will graduate from high school.

Means of evaluating progress toward this goal:
Annual DSLTL review of the most recent data and updating of the LCAP and LEA Plan to include appropriate adjustments to Action Steps that demonstrate the most impact on student achievement.

Group data to be collected and expected gains:

- Increase the number of students who demonstrate college preparedness through the EAP exam in ELA and math
- Increase graduation rates
- Decrease dropout rates
- Increase A-G course completion rates
- Increase CAHSEE passage rates
- Increase AMAO proficiency rates
- Increase the percent of students who take AP courses
- Increase the percent of students who

		score a 3 or higher on an AP exam		
Actions to be Taken to Reach This Goal (number in parentheses is the LCAP Action #)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (District-wide, NOT by site)	Funding Source
Provide Professional Learning (1)	2015-2016	Cognitive Coach Training Expository Reading and Writing Training Honors/GATE Certification	\$20,608	Title II
Enhance ELL Program Coordination and Support (6)	2015-2016	Supplemental Materials for English Learner Immigrants CABE/ELL Conferences	\$15,000	Title III (Imm)
Enhance Professional Learning (8)	2015-2016	Course Leads Collaboration CUE Conference Adaptive Schools Training	\$185,451	Title II
		Summer PD to address LEA Goals focused on increasing student achievement	\$161,830	Title I
Provide resources to Enhance Academic Interventions and Enrichments based on RTI and PLC response to student needs (10)	2015-2016	Homeless support SES Tutoring Choice Transportation District Administration District Administrative Assistance Title I Training/Workshops	\$523,449	Title I
Provide Summer Learning for Struggling Students (13)	2015-2016	Teacher Salary for summer courses	\$318,762	Title I
Reinforce English Language Acquisition Through Contextualized Learning (17)	2015-2016	EL Instructional Coach Salary for Districtwide support	\$131,320	Title III (LEP)
Expand AVID Program (26)		AVID Summer PD AVID Site Membership	\$54,793	Title I

LCAP Goal #2: Build local capacity to fully implement evidenced-based practices in all educational settings and organizational environments to promote students' academic achievement and behavioral health.

LEA Plan Goal Alignment:

Goal #4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

Means of evaluating progress toward this goal:
Annual DSLT review of the most recent data and updating of the LEA Plan to include appropriate adjustments to Action Steps that demonstrate

Group data to be collected and expected gains:
Student support in the form of a Response to Intervention and Instruction RTI2 model will be fully implemented, resulting in:

the most impact on student achievement.		<ul style="list-style-type: none"> • Increase the attendance rate • Decrease the chronic absenteeism rate • Decrease the suspension rate • Decrease the expulsion rate 		
Actions to be Taken to Reach This Goal (number in parentheses is the LCAP Action #)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (District-wide, NOT by site)	Funding Source
Family Engagement Initiative (5)	2015-2016	Materials and Snacks to support Parent Meetings	\$5,358	Title I

LCAP Goal #3: Ensure appropriate systems of school support are fully operational at the organizational level. Educational, human, and fiscal resources are aligned to ensure that all students are taught by highly qualified teachers, are provided State-approved textbooks, and attend schools that are clean and in safe condition.

LEA Plan Goal Alignment:

Goal #3: *By 2016-17, all students will be taught by highly qualified teachers.*

Means of evaluating progress toward this goal: Annual DSLT review of the most recent data and updating of the LCAP and LEA Plan to include appropriate adjustments to Action Steps that demonstrate the most impact on student achievement.

Group data to be collected and expected gains:
LCAP staff survey conclusions and recommendations:

- Improve morale among all staff.
- Build a capacity for trust between the organization and its bargaining units.
- Invest in the infrastructure.
- Attract and recruit high quality instructional and support staff.
- Retain high quality instructional and support staff.
- Direct resources to the classroom level.
- Increase support staff.
- Improve systems of communications as they relate to operational support systems.

Actions to be Taken to Reach This Goal (number in parentheses is the LCAP Action #)	Start Date Completion Date	Proposed Expenditures	Estimated Cost (District-wide, NOT by site)	Funding Source
Upgrade technology infrastructure and Equipment/ Software (1)	2015-2016	Technology trainers at each site to provide professional development to teachers on incorporating technology into their lessons to reach students with all learning styles.	\$22,231	Title II

For a full text of the CVUHSD LCAP and LEA Plan and to get a broader understanding of the district's supports and actions towards meeting its goals, please visit the following links:

CV Local Control Accountability Plan: <http://bit.ly/CVLCAP>

CV Local Education Agency Plan: <http://bit.ly/1LhlsZ5>

Form C: Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Federal Programs under the Elementary Secondary Education Act	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$451,340 (plus \$52,011 for Parent Involvement)
Total amount of federal categorical funds allocated to this school	\$ 503,352

Form D: School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:²

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Paula Hart Rodas	X				
Yaqueline Amador, Y. Amador				X	
Demetre Howard		X			
Leticia Rojas		X			
Dawn Ketchens		X			
Fred Sanders		X			
Nina Lofton-Weeks				X	
Wendy Noah				X	
Eugene Kwong			X		
Demetri Hicks					X
Affiong Bassey					X
Cynthia Lopez					X
Numbers of members in each category	1	4	1	3	3

² At elementary schools, the SSC must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools, there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

___ School Parent Advisory Committee (SPAC) Rene Munoz _____ Signature

___ English Learner Advisory Committee (ELAC) Rene Munoz _____ Signature

___ District/School Liaison Team for schools in Program Improvement (Hatha Parrish)
_____ Signature

___ Other committees established by the school or district **(list)** _____ Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: Tuesday, June 10, 2014.

Attested:

Paula Rodas

Typed name of Principal

Signature of Principal

Date

Yaquelin Amador

Typed name of Y. Amador

Signature of SSC Chairperson

Date

II. Resources

This section contains the following appendices that will assist the SSC in completing the SPSA and in maintaining a cycle of continuous improvement:

- Appendix A: Programs Funded through the ConApp
- Appendix B: Chart of Requirements for the SPSA
- Appendix C: School and Student Performance Data
- Appendix D: Demographic Data Summary
- Appendix E: Analysis of Current Instructional Program
- Appendix F: Organization of the SSC and Bylaws
- Appendix G: Appropriate Use of Categorical Funds
- Appendix H: WASC High School Accreditation Crosswalk
- Appendix I: Parental Involvement Policy and Parent-School Compact
- Appendix J: Acronyms and Specialized Terms
- Appendix K: Title I Program Evaluation 2014-2015

Appendix A: Programs Funded through the ConApp

The programs listed below are reported in the ConApp. Information about the ConApp and program profiles is available on the California Department of Education ConApp Web page at <http://www.cde.ca.gov/fg/aa/co/>.

For 2008–09 through 2013–13, funding formerly restricted for 39 specified categorical programs may be used for any educational purpose. Information on the flexibility provisions is available on the CDE Categorical Programs Web page at <http://www.cde.ca.gov/fg/aa/ca>.

Federal ESEA Programs

- Title I, Part D, Delinquent
- Title II, Part A, Teacher and Principal Training and Recruiting
- Title II, Part D, Enhancing Education Through Technology (Formula)
- Title III LEP Students
- Title VI, Part B, Rural Education Achievement

Information and CDE contacts for ESEA programs are available on the CDE Programs and Contacts Web page at <http://www.cde.ca.gov/nclb/sr/pc>.

Appendix B: Chart of Requirements for the Single Plan for Student Achievement

REQUIREMENTS	LEGAL CITATION	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
Involve parents and community in planning and implementing the school plan	EC 52055.750(b)				X					
	EC 35294.1(b)(2)(C)							X		
	5CCR 3932	X	X	X		X				
	20 USC 7115(a)(1)(E)			X						
	20 USC 6315(c)(1)(G)	X								
20 USC 6314(b)(1), (2)(A)		X								
Advisory committee review and recommendations	EC 64001(a)	X	X	X		X				
	EC 52055.755				X					
Written notice of program improvement status	20 USC 6316(b)(3)			X						
Single, comprehensive plan	EC 64001(a), (d)	X	X	X		X	X		X	X
	EC 52853	X	X	X						
	EC 41572									X
	EC 41507								X	
	EC 35294.1(a)							X		
	20 USC 6315(c)(1)(B)	X								
	20 USC 6314(b)(2)(A)		X							
School Site Council (SSC) constituted per former EC 52013	EC 64001(g)	X	X	X		X	X		X	X
SSC developed SPSA and expenditures	EC 64001(a)	X	X	X		X	X		X	X
	EC 41572									X
	EC 41507								X	
	EC 35294.1(b)(1)							X		
SSC annually updates the SPSA	EC 64001(g)	X	X	X		X	X		X	X
	EC 35294.2(e)							X		
Governing board approves SPSA	EC 64001(h)	X	X	X	X	X	X	X	X	X
	EC 52055.750(a)(5)				X					
Policies to ensure all groups succeed (specify role of school, LEA, and SEA; and coordination with other organizations)	20 USC 6316(b)(3)			X						
	20 USC 6316(b)(3)			X						
Plan includes proposed expenditures to improve	EC 64001(g)	X	X	X		X	X			

REQUIREMENTS	LEGAL CITATION	Title I, Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant	Pupil Retention Block Grant	School & Library Improvement BG
academic performance	EC 52853	X	X	X						
	20 USC 6316(b)(3)			X						
	20 USC 6315(c)	X								
	20 USC 6314(b)(2)(A)		X							
Describe centralized services expenditures	5 CCR 3947(b)									
Comprehensive assessment and analysis of data	EC 64001(f)	X	X	X		X	X			
	EC 52055.740(a)(1)(D)(5)				X					
	20 USC 6314(b)(1), (2)(A)		X							
Evaluation of improvement strategies	EC 64001(f)	X	X	X		X	X			
	EC 52853	X	X	X						
	EC 35294.2(e)							X		
	EC 32228.5(b)							X		
Assessment results available to parents	EC 35294.2(e)							X		
	20 USC 6314(b)(2)(A)		X							
Provide staff development	EC 52853	X	X	X						
	EC 52055.750I				X					
	EC 32228(b)(2)							X		
	20 USC 6316(b)(3)			X						
	20 USC 6315I(1)(F)	X								
Budget 10 percent of Title I for staff development	20 USC 6314(b)(1), (2)(A)		X							
Provide highly qualified staff	20 USC 6316(b)(3)			X						
	EC 52055.740(a)(1)(D)(3)				X					
	20 USC 6315I(1)(E)	X								
Distribute experienced teachers	20 USC 6314(b)(1), (2)(A)		X							
	EC 52055.750(a)(10)				X					
Describe instruction for at-risk students	EC 52853	X	X	X						
Describe the help for students to meet state standards	EC 64001(f)	X	X	X		X	X			
	20 USC 6314(b)(1), (2)(A)		X							
	20 USC 6315(c)	X								
Describe auxiliary services for at-risk students	EC 52853	X	X	X						
	20 USC 6315(c)	X								
	20 USC 6314(b)(1), (2)(A)		X							
Avoid isolation or segregation	5CCR 3934	X	X	X						

REQUIREMENTS	LEGAL CITATION	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
Goals based on performance	EC 64001(f)	X	X	X		X	X			
Define objectives	20 USC 6316(b)(3)			X						
Steps to intended outcomes	5CCR 3930	X	X	X		X				
Account for all services	5CCR 3930	X	X	X		X				
Provide strategies responsive to student needs	5CCR 3931	X	X	X		X				
	20 USC 6315(c)	X								
	20 USC 6314(b)(2)(A)		X							
Describe reform strategies that:	20 USC 6314(b)(1), (2)(A)		X							
-Allow all to meet/exceed standards	20 USC 6315(c)	X	X							
-Are effective, research-based	20 USC 6316(b)(3)		X	X						
	20 USC 6315(c)(1)(c)	X								
	20 USC 6314(b)(1)(B)		X							
-Strengthen core academics	EC 52054		X							
-Address under-served populations	EC 52054		X							
-Provide effective, timely assistance	20 USC 6314(b)(1)(I), (2)(A)		X							
-Increase learning time	20 USC 6316(b)(3); 20 USC 6314(b)(1)(B),(2)		X	X						
-Meet needs of low-performing students	20 USC 6315(c)(A); 20 USC 6314(b)(1)(B),(2)	X	X							
-Involve teachers in academic Assessments	20 USC 6314(b)(1)(H), (2)		X							
-Coordinate state and federal programs	20 USC 6315(c)(1)(H)	X								
-Transition from preschool	20 USC 6314(b)(1)(J), (2)(A)		X							
	20 USC 6315(c)(1)(D)	X								
	20 USC 6314(b)(1)(G), (2)(A)		X							

REQUIREMENTS	LEGAL CITATION	Title I Targeted Assistance	Title I, Schoolwide	Title I, Program Improvement	Quality Education Investment Act	Title II, Improving Teacher Quality	Title III, English Learners	School Safety Block Grant**	Pupil Retention Block Grant	School & Library Improvement BG
Enable continuous progress Acquire basic skills, literacy	5CCR 3931	X	X	X		X				
	5CCR 3937	X	X	X						
Align curriculum, strategies, and materials with state standards or law	EC 52853	X	X	X						
Provide high school career preparation	5CCR 4403									

Title I Program Improvement

School Plan for Student Achievement Requirements Reference Guide

Elements required in ESEA Title I, Part A, Section 1116 for PI

Required PI Plan Elements	Page(s) Addressed in SPSA
<input type="checkbox"/> Scientifically-based research —Strategies based on scientifically-based research that will strengthen the core academic subjects in a school and address the specific academic issues that caused a school to be identified for PI	
<input type="checkbox"/> Successful Policies and Practices —Adoption of policies and practices concerning a school’s core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient	
<input type="checkbox"/> Professional Development (PD)	
<input type="checkbox"/> A minimum of ten percent of Title I funds will be used each year that the school is in PI for the purpose of providing high-quality professional development of teachers and principal	
<input type="checkbox"/> PD meets requirements of ESEA Section 1119 (qualifications for teachers and paraprofessionals)	
<input type="checkbox"/> PD affords increased opportunity for participation	
<input type="checkbox"/> PD directly addresses the academic achievement problem that caused a school to be identified for PI	
<input type="checkbox"/> How funds (ten percent) reserved for PD will be used to remove the school from PI status	
<input type="checkbox"/> Description of Specific Annual Measurable Objectives —Developed for each of the student subgroups and in accordance with state’s measure of adequate yearly progress	
<input type="checkbox"/> Parent Notification —Description of how the school will provide written notice about the identification of the school for PI in understandable language and format	
<input type="checkbox"/> Shared Responsibility for Improvement —Specify the responsibilities of the school, the LEA, the state education agency, and a description of the technical assistance and fiscal responsibilities to be provided by the LEA	
<input type="checkbox"/> Parent Involvement —Strategies to promote effective parental involvement	
<input type="checkbox"/> Extended Learning —As appropriate, activities before school, after school, during the summer, and during any extension of the school year	
<input type="checkbox"/> Incorporation of a Teacher Mentoring Program —See ESEA Title IX, Part A, §9101(42) for definition of “Teacher Mentoring Program”	

SPSA Title I Schoolwide Requirements Elements required in ESEA Title I, Part A, Section 1114 for PI

Required Elements of the ESEA	Location (by Page) in SPSA
<input type="checkbox"/> Comprehensive needs assessment of all children enrolled in the school, including migratory children, which includes the analysis of student performance data in relation to the state academic content standards	
<input type="checkbox"/> Schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all students to meet the academic standards at the proficient and advanced levels <ul style="list-style-type: none"> <input type="checkbox"/> Use instructional strategies that are based on scientifically-based research that strengthen the core academic program that: <ul style="list-style-type: none"> <input type="checkbox"/> Increase the amount and quality of learning time such as through an extended school year, before- and- after school, and summer school programs and help provide an enriched and accelerated curriculum <input type="checkbox"/> Include strategies for meeting the educational needs of historically underserved populations <input type="checkbox"/> Include strategies to address the needs of all children in the school, and in particular, the needs of low-achieving students and those at-risk of not meeting the state content standards <ul style="list-style-type: none"> <input type="checkbox"/> Description of a process for evaluating whether the needs of students have been met <input type="checkbox"/> Are consistent with the LEA Plan 	
<input type="checkbox"/> Instruction by highly-qualified teachers	
<input type="checkbox"/> Provisions for high quality and ongoing professional development for teachers, principals, and paraprofessionals and other staff to enable all children to meet the state’s academic achievement standards	
<input type="checkbox"/> Strategies to attract high quality highly-qualified teachers to high-need schools	
<input type="checkbox"/> Strategies to increase parental involvement in accordance with Section 1118, such as family literacy services	
<input type="checkbox"/> Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program to local elementary school programs	
<input type="checkbox"/> Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on and to improve student achievement and the overall instructional program	
<input type="checkbox"/> Strategies for timely and effective assistance to students that need additional help	
<input type="checkbox"/> Coordination and integration of federal, state, and local services and programs	

Appendix C: School and Student Performance Data

The following tables are included in Appendix C. These tables represent samples of ways to assist the School Site Council (SSC) in representing and analyzing data and developing conclusions regarding improvement strategies:

- Table 1: Academic Performance Index (API) by Race and Ethnicity
- Table 2: English-language Arts AYP
- Table 3: Mathematics AYP
- Table 4: California English Language Development Test (CELDT) Data
- Table 5: Multi-Purpose Form

Table 1: API by Race and Ethnicity (Information may be obtained from the API report on the California Department of Education Academic Performance Index Web page at <http://www.cde.ca.gov/api>.)

	ACADEMIC PERFORMANCE INDEX (API) DATA BY SIGNIFICANT STUDENT GROUP																							
	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS																			
					African American				Hispanic				SED				SWD				EL			
	2011	2012	2013	Sum	2011	2012	2013	Sum	2011	2012	2013	Sum	2011	2012	2013	Sum	2011	2012	2013	Sum	2011	2012	2013	Sum
API Growth Values	745	760	725	-20	694	721	672	-22	741	759	729	-12	740	756	724	-16	493	530	490	-3	727	749	595	-132

Trends indicated by the data: possible challenges, if any, and additional information needed

The API scores show a gap in achievement with all subgroups.

Targeted goals:

- Further reduce of the achievement gap for African-American, English Learner, Special Education, and Socio Economically Disadvantaged students as evidenced by an increase in achievement levels on state standardized tests, district benchmarks (CST and CAHSEE) and success in “a-g” required courses.
- Develop a program of systematic data analysis using student performance data to establish programs and guide instruction.
- Establish a school wide vision that Lawndale High becomes the focal point of the community through parent, business, and community partnerships.
- Develop a strategic plan for school improvement that sets high targets and is communicated to staff, students, and parents.
- Expand the use of technology in instruction and assessment to enhance teaching and learning.

Table 2: English-Language Arts AYP Information may be obtained from the AYP report on the California Department of Education Adequate Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS															
					African American				Hispanic				SED				EL			
	2013	2012	2011	Dif	2013	2012	2011	Dif	2013	2012	2011	Dif	2013	2012	2011	Dif	2013	2012	2011	Dif
AYP Target	%88.9	77.8%	66.7%		%88.9	77.8%	55.6%		%88.9	77.8%	55.6%		%88.9	77.8%	55.6%		%88.9	77.8%	55.6%	
Percent At or Above Proficient	%55.9	58.0%	57.5%		%47.0	50.0%	38.5%		%57.0	58.1%	43.9%		%56.1	57.5%	45.5%		%22.9	52.5%	22.5%	
Met AYP Criteria	No	No	No		No	No	No		No	No	No		No	No	No		No	No	No	

Trends indicated by the data: possible challenges, if any, or additional information needed

Lawndale High School’s assessment data reveals proficiency numbers drop amongst all subgroups. The data reveals approximately 50% of students maintain proficiency levels in English Language Arts. Efforts to increase the percentages of students scoring proficient and above must continue in ELA as the rate of change is less than ten percent and the rate of students scoring proficient and above is generally only half of the population within each grade level.

Targeted goals:

- Expand the English Language Arts and literacy intervention action plans to become interdisciplinary and impact the School-wide proficiency rate.
- Establish opportunities for Focus-walk staff development whereby peer observation is the norm for teachers to observe teachers in the classroom. The focus of these observations will be to solidify the use of Direct Interactive Instruction techniques to improve instruction and academic success.
- Development of a comprehensive co-teaching program whereby designated courses shall be co-taught.

Table 3: Mathematics AYP Information may be obtained from the AYP report at the California Department of Education Adequately Yearly Progress Web page at <http://www.cde.ca.gov/ayp>.

AYP PROFICIENCY	All Students				NUMERICALLY SIGNIFICANT STUDENT GROUPS															
					African American				Hispanic				SED				EL			
	2013	2012	2011	Dif	2013	2012	2011	Dif	2013	2012	2011	Dif	2013	2012	2011	Dif	2013	2012	2011	Dif
AYP Target	88.7%	77.4%	66.1%		88.7%	77.4%	66.1%		88.7%	77.4%	66.1%		88.7%	77.4%	66.1%		88.7%	77.4%	66.1%	
Percent At or Above Proficient	56.7%	56.0%	58.6%		48%	53.5%	40.4%		56.9%	56.0%	58.9%		56.1%	55.7%	59%		34.4%	51.8%	60.2%	
Met AYP Criteria	No	No	No		No	No	No		No	No	No		No	No	No		No	No	No	

Trends indicated by the data: possible challenges, if any, or other information needed

Lawndale High School's assessment data reveals proficiency numbers drop in mathematics. The data reveals approximately 50% of students maintain proficiency levels in mathematics. Efforts to increase the percentages of students scoring proficient and above must continue in math, as the rate of change is less than ten percent and the rate of students scoring proficient and above is generally only half of the population within each grade level.

Targeted goals:

- Increase student achievement in the lower levels of Mathematics, with a specific emphasis on algebraic competency.
- Expand the math and literacy intervention action plans to become interdisciplinary and impact the School-wide proficiency rate.
- Establish opportunities for Focus-walk staff development whereby peer observation is the norm for teachers to observe teachers in the classroom. The focus of these observations will be to solidify the use of Direct Interactive Instruction techniques to improve instruction and academic success.
- Development of a comprehensive co-teaching program whereby designated courses shall be co-taught.

Table 4: CELDT Data

Grade	CELDT Results 2013-14										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Total Number by Grade
9	1	1.0	28	41.0	28	41.0	9	13.0	3	4.0	69
10	0	0	0	0	0	0	0	0	0	0	0
11	5	7.0	23	34.0	33	49.0	5	7.0	2	3.0	68
12	2	15.0	7	54.0	4	31.0	0	0	0	0	13
Total	8	5.0	59	39.0	67	44.0	14	9.0	5	3.0	153

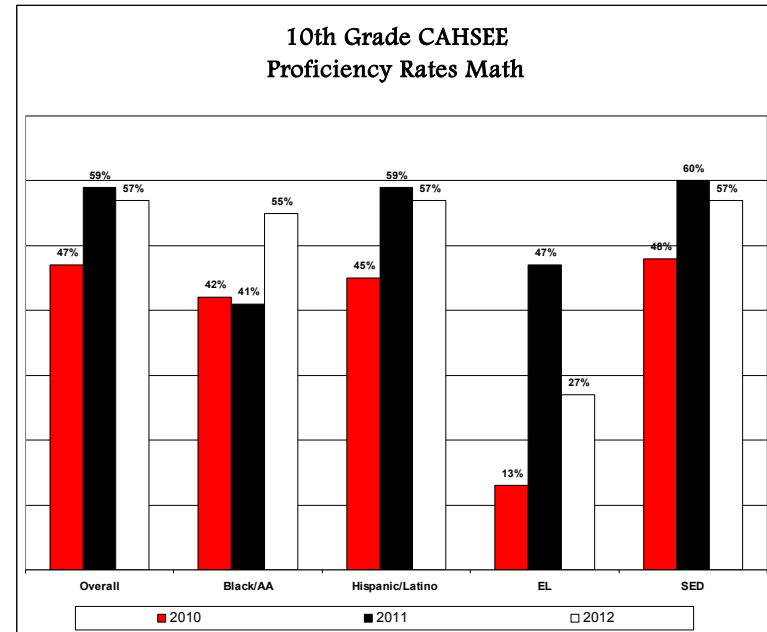
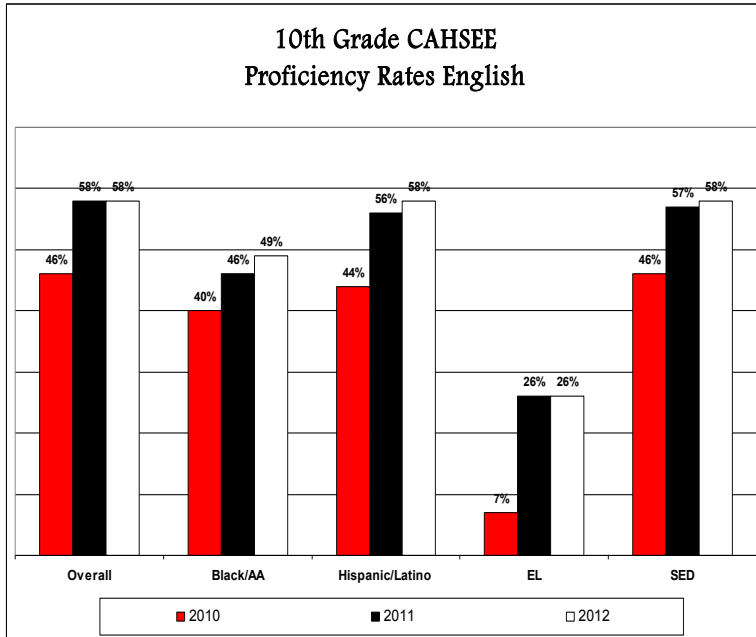
Conclusions indicated by the data:

Approximately 44% of students are early advanced and advanced in English proficiency.

instructional Program Implementation:

- Implementation of Read 180 intervention program
- Teachers trained to use SDAIE and Direct Interactive Instruction strategies.
- ELD students benefit by inclusion in academies where there is an Academy Leaders who monitors the student progress.
- Teachers utilize various SDAIE techniques and vocabulary development strategies that focus on building academic language.
- On-going staff development is focused on strategies for English Learners.
- ELD Coordinators have worked to build the awareness of the district’s teachers regarding the identification of English Learners and the need to differentiate instruction for them.
- Schools in our district hold regular ELAC and Parent meetings.

Table 5: CAHSEE Data



2013

	Overall	Black/AA	Hispanic/Latino	EL	SED
English	56%	47%	57%	22%	56%
Math	57%	49%	57%	34%	57%

2014 – Passing Rates (Proficiency rates not reported as of 6/10/14)

	Overall	Black/AA	Hispanic/Latino	EL	SED
English	83%	69%	78%	33%	75%
Math	83%	68%	79%	37%	78%

Conclusions indicated by the data:

The state as well as local assessment data reveals continued gaps in proficiency and pass levels in particular in the area of CAHSEE and algebra. The sub

groups most significantly affected are the African American, special education and economically disadvantaged population. Differentiated instruction, the ability to make content meaningful and relevant, alternatives to traditional discipline procedures with a more directed focus on enhancing the psychosocial and emotional well-being of the child shall be an expected part of the Lawndale High school wide program.

Appendix D: Demographic Data Summary

This table is for identifying the number and percent of students enrolled in the district or school since kindergarten or grade one. Knowing which student group has high or low percentages of continuous enrollment is helpful in determining program services. The table represents a kindergarten–twelve school but can be modified for any grade span configuration.

School Demographics	2009/10		2010/11		2011/12		2012/13		2013/14		2014/2015	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
American Indian/ Alaska Native	0	0.0%	2	0.1%	2	0.1%	1	0.1%	1	0.1%	1	0.1%
Asian	0	0.0%	78	4.1%	75	3.5%	78	3.0%	67	2.8%	49	2%
Pacific Islander	1	0.1%	14	0.7%	12	0.6%	12	0.4%	11	0.4%	3	0.3%
Filipino	0	0.0%	25	1.3%	30	1.4%	35	1.3%	26	1.0%	26	1.1%
Hispanic	1140	73.3%	1450	76.3%	1647	76.2%	1919	75.3%	1757	74.3%	1702	76%
African American	0	0.0%	233	12.3%	286	13.2%	370	14.5%	351	14.8%	296	13.2%
White	0	0.0%	79	4.2%	80	3.7%	79	3.1%	54	2.2%	41	1.8%
Multiple / No Response	415	26.7%	19	1.0%	29	1.3%	55	2.2%	97	4.0%	123	5.5%
Total	1556	100.0%	1900	100.0%	2161	100.0%	2549	100.0%	2364	100.0%	2241	100%

School Demographics	2009/10		2010/11		2011/12		2012/13		2013/14		2014/2015	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
English Learners	238	15%	324	17%	411	19%	352	14%	238	15%	244	10.89%

Level	Free or Reduced Price Lunch Count										
	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	14/15
		57.0%	64.5%	64.8%	70.2%	72.7%	78.1%	78.0%	85.1%	82.0%	90.9%

Conclusions indicated by the data:

Based on the above summary of baseline data, findings indicate that the following student groups and subgroups have increased significantly in numbers and have achievement gaps—African American, Hispanic, Socioeconomically Disadvantaged, and English Learners.

Appendix E: Analysis of Current Instructional Program

Lawndale HS SSC evaluates the APS, ELSSA, DAS, and ISSS annually and compares the results against the EPCs which are listed below.

The following statements are derived from the ESEA and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

LEAs in PI must use applicable state tools APS, DAS, ELSSA and ISSS to determine current instructional practice. All LEAs may use these tools to enhance systems in district schools. Tools are located at the California Department of Education State Program Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassessspi.asp>.

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Principals' (Assembly Bill [AB] 75) training on State Board of Education (SBE)-adopted instructional materials (EPC)
5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
6. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
8. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grade nine through grade twelve) (EPC)

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
10. Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
11. Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
12. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (ESEA)
15. Research-based educational practices to raise student achievement at this school (ESEA)

Involvement

16. Resources available from family, school, district, and community to assist under-achieving students (ESEA)
17. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 CCR 3932)

Funding

18. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)
19. Fiscal support (EPC)

Appendix F: SSC Bylaws

LAWNDALE HIGH SCHOOL SITE COUNCIL BY-LAWS

Article I - Name

The name of this organization shall be the Lawndale High School Site Council, hereinafter referred to as the SSC.

Article II – Purpose and Duties

The purpose of this council shall be to:

- A. Analyze and evaluate the academic achievement of all students in the school.
- B. Annually review the Single Plan for Student Achievement (SPSA) and establish a site budget that is consistent with the Education Code. When necessary, make modifications in the plan and establish new school site needs and priorities.
 1. Obtain recommendations for, and review of, the proposed SPSA from all school advisory committees.
 2. Develop and approve the SPSA and related expenditures in accordance with all state and federal laws and regulations.
 3. Recommend the SPSA and expenditures to the governing board for approval.
 4. Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.
 5. Make modifications to the SPSA whenever the need arises.
 6. Submit the modified SPSA for governing board approval whenever a material change (as defined in district governing board policy) is made in planned activities or related expenditures.
- C. Take other actions as required by the Education Code and district policy such as:
 1. Assist in securing the support and services of parents, teachers, staff, and students.
 2. Promote a better understanding of the school educational programs.
 3. Develop an awareness of the citizenry to the overall needs of the school and district.

Article III - Membership

Section A: Composition

The SSC shall be composed of 12 members, selected by their peers, as follows:

- 4 Classroom teachers
- 1 Other school staff members
- 3 Parents or community members
- 3 Students
- Principal

SSC members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

SSC members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number elected during even years. At the first regular meeting of the SSC, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Election of New Members

Election of new members shall take place during early fall of each school year. Notices and nomination forms in the major languages represented at the school will be sent to all parents, teachers, staff and students to solicit nominations, including self-nominations for available vacancies. Nomination forms will also be available in the school office. Oral and written announcements detailing the SSC nomination and election process, role of the SSC, and site plan development will be distributed in a four-week period prior to the end of September to notify the entire school community prior to the election. One election ballot per parent or legal guardian will be made available on site during a week long polling time on campus. Parent voters will be considered registered and eligible to vote when they are matched to a class roster of students. In a similar manner, all staff members and students will receive one ballot to elect their representatives. Ballots shall be placed in a locked, secure box until counted by two neutral persons in public view at a duly notices SSC meeting. Nominees will be elected in descending order according to the criteria of highest number of votes. An election will not be necessary if the number of nominations do not exceed the number of openings on the council. A run-off vote will be taken as soon as feasible to break any ties. The results shall be recorded in the SSC minutes and the ballots retained for the record in the event of a dispute. The above procedures will apply only during an "election year", meaning that one or more members of the council have served their two-year term.

Section D: Voting Rights

Each member is entitled to one vote and may cast that vote on any matter submitted to a vote of the SSC. Absentee ballots shall not be permitted.

Section E: Termination of Membership

The SSC may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the Y. Amador.

Section F: Transfer of Membership

Membership on the SSC may not be assigned or transferred.

Section G: Vacancy

Any vacancy on the SSC occurring during the term of a duly elected member shall be filled by a new member selected in an appropriate manner (e.g., regular elections; appointment of the SSC for the period of time until the next regular election; or the seating of a previously elected alternate member to fill the remainder of the term of the vacant seat).

Section H: Code of Conduct

Each elected member of the SSC shall adhere to this code of conduct:

- Attend noticed meetings regularly.
- Follow state law and guidance and CVUHSD Board policy in the development of the site plan.
- Follow the SSC bylaws.
- Assess consensus of the people who elected them with a method that has been discussed at an SSC meeting in the development of the site plan.
- Conduct all SSC business in a courteous and professional manner.

Article IV - Officers

Section A: Officers

The officers of the SSC shall be a chairperson, vice-chairperson, secretary, and other officers the SSC may deem desirable.

The chairperson shall:

- Preside at all meetings of the SSC
- Sign all letters, reports, and other communications of the SSC
- Perform all duties incident to the office of the chairperson
- Have other such duties as are prescribed by the SSC

The vice-chairperson shall:

- Represent the chairperson in assigned duties
- Substitute for the chairperson in his or her absence

The secretary shall:

- Keep minutes of all regular and special meetings of the SSC
- Transmit true and correct copies of the minutes of such meetings to members of the SSC and to the following other persons: Hatha Parrish
- Provide all notices in accordance with these bylaws
- Be custodian of the records of the SSC
- Keep a register of the names, addresses and telephone numbers of each member of the SSC, the chairpersons of school advisory committees, and others with whom the SSC has regular dealings, as furnished by those persons
- Perform other such duties as are assigned by the chairperson or the SSC

Section B: Election and Terms of Office

The officers shall be elected annually at the Title I meeting of the SSC and shall serve for one year, or until each successor has been elected

Section C: Removal of Officers

Officers may be removed from office by a two-thirds vote of all the members.

Section D: Vacancy

A vacancy in any office shall be filled at the earliest opportunity by a special election of the SSC for the remaining portion of the term of office.

Article V - Committees

Section A: Subcommittees

The SSC may establish and abolish subcommittees of its own membership to perform duties as shall be prescribed by the SSC. At least one member representing teachers and one member representing parents shall make up the subcommittee. No subcommittee may exercise the authority of the SSC.

Section B: Other Standing and Special Committees

The SSC may establish and abolish standing or special committees with such composition to perform such duties as shall be prescribed by the SSC. No such committee may exercise the authority of the SSC.

Section C: Membership

Unless otherwise determined by the SSC, the Y. Amador shall appoint members of standing or special committees. A vacancy on a committee shall be filled by appointment made by the chairperson.

Section D: Terms of Office

The SSC shall determine the terms of office for members of a committee.

Section E: Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the SSC, or policies of the district governing board.

Section F: Quorum

A majority of the members of the committee shall constitute a quorum, unless otherwise determined by the SSC. The act of a majority of the members present shall be the act of the committee, provided a quorum is in attendance.

Article VI - Meetings of the SSC

Section A: Meetings

The SSC shall meet regularly on the 3rd Thursday school day of each month. Special meetings of the SSC may be called by the chairperson or by a majority vote of the SSC.

Section B: Place of Meetings

The SSC shall hold its regular meetings at a facility provided by the school, unless such a facility accessible to the public, including handicapped persons, is unavailable. Alternate meeting places may be determined by the chairperson or by majority vote of the SSC.

Section C: Notice of Meetings

Written public notice shall be given of all meetings at least 72 hours in advance of the meeting. Changes in the established date, time, or location shall be given special notice. All meetings shall be publicized in the following venues: Teacher Bulletin Board, Web Page, and Student Bulletin Board.

All required notices shall be delivered to the SSC and committee members no less than 72 hours and no more than 4 days in advance of the meeting, personally or by mail (or by e-mail).

Section D: Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section E: Conduct of Meetings

Meetings of the SSC shall be conducted in accordance with the rules of order established by California *EC* Section 3147(c), and with *Robert's Rules of Order* or an adaptation thereof approved by the SSC.

Section F: Meetings Open to the Public

All meetings of the SSC, and of committees established by the SSC, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

Article VII - Amendments

An amendment of these bylaws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least 5 days prior to the meeting at which the amendment is to be considered for adoption.

Appendix G: Appropriate Uses of Categorical Funds

The following fiscal practices apply to the use of funds generated through the ConApp:

The state fiscal year is the period from July 1 to June 30. Funds not spent during this period become "carryover funds," to be budgeted for use the following fiscal year. Districts may allow carryover to remain at the school that generated the funds or may aggregate unspent funds from all schools and redistribute them according to the formula appropriate for each program. State law does not limit the amount of carryover funds.

The federal fiscal year is the period from October 1 through September 30. However, we are allowed to expend federal funds beginning the previous July 1. Title I law limits the amount of funds that may be carried over from the previous fiscal year to 15 percent, except for agencies that receive less than \$50,000. A waiver of this restriction may be requested from the SBE once every three years.

Eighty-five percent of the funds from certain programs must be used for direct educational services at schools. This requirement applies to:

- Title I, Part A, Improving Basic Programs

Up to 15 percent may be spent for administrative costs incurred at the school and district office in support of these programs.

Expenditures are generally allowable if they:

- Provide an effective means of achieving the purposes of the program funding source
- Constitute a reasonable use of limited resources
- Are necessary to achieve the goals of the plan
- Provide supplementary services for eligible students
- Do not fund services required by state law
- Do not pay for what, in the absence of these categorical funds, would be provided by the general fund. This definition meets the federal requirement that expenditures of funds "supplement, and not supplant" state and local expenditures

Districts in PI must reserve funds from the Title I, Part A, Basic Grant Program for:

- Costs of parent involvement (one percent minimum) and professional development (five percent to ten percent)
- Program Improvement schools (up to 20 percent of the district allocation to fund public school choice, transportation, and supplemental educational services)

The district may reserve funds from Title I, Part A for:

- Serving community day school students

- Capital expenses for Title I programs operated at private schools
- Salary differentials
- Preschool
- Summer school
- Before school, after school, and school year extension programs
- Neglected students (May also be governed by Title I, Part D)
- Homeless students
- Assistance to schools

The district may also reserve funds for:

- Indirect costs of administering state and federal programs
- Repayment of disallowed expenditures

Funds received through the ConApp must be used to reach school goals for improving the academic performance of all students to the level of proficiency or better on state standards. In so doing, care must be exercised to ensure that each funding source is used for the purposes for which the funds are allocated, and for eligible students.

Appendix H: WASC High School Accreditation Crosswalk: Schools Conducting a Full Self-Study

For high schools, the SPSA should integrate major growth areas resulting from the WASC/CDE self-study and the visiting committee’s identified critical areas for follow-up. The SPSA process can be done in tandem with the WASC/CDE Focus on Learning (FOL) Process Guide. The table below describes the alignment of the FOL Process with the expectations of the SPSA.

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, Fall Update Edition)
Introduction	School plans must contain all federal and state planning requirements for programs offered at the site. In California, use of the SPSA fulfills these requirements.		<p>For California public schools that are WASC accredited, the expectation of the Accrediting Commission for Schools, WASC, is that the findings from the self-study will result in refinement of the SPSA.</p> <p>Overview: Schools are required to annually review progress. The SPSA shall address how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. The SPSA required by this section shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp, by the SCC. The SPSA shall be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting whenever there are material changes that affect the academic programs for students. The SPSA shall also identify the schools' means of evaluating progress toward accomplishing those goals and how state and federal law governing these programs will be implemented.</p> <p>WASC/CDE Focus on Learning, 2009 Edition, pages 3–4</p>
Step One	Analyze Student Achievement Data:	<p>FOL: 18 months prior to the site visit—data to be based on three consecutive years of data.</p> <p>SPSA: based upon release of STAR data from the previous year’s assessment</p>	<p>Task 1: Based on the findings of the SPSA data analysis, refine student/community profile; identify two to three critical academic needs.</p> <p>WASC/CDE Focus on Learning, 2009 Edition, pages 37–43</p>

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from WASC/CDE Focus on Learning 2009, Fall Update Edition)
Step Two	<p>Measure Effectiveness of Current Improvement Strategies Using State Tools to Help Determine Critical Causes of Student Underachievement:</p> <p>The SSC conducts an academic needs assessment (may use state tools such as the APS of the instructional program and identifies, by analyzing achievement data and survey data, academic challenges and student subgroups failing to achieve standards.</p>	<p>FOL, Task 3: February of the year prior to the site visit.</p> <p>SPSA: Upon release of September data, or upon identification of Program Improvement status, conduct a needs assessment using tools such as the APS to identify critical causes of student underachievement in ELA and mathematics.</p>	<p>Task 1 (Cont.): Use findings from the updated student/community profile including the two to three identified critical academic needs, as appropriate.</p> <p>Task 2: Summarize the progress made on achieving the goals of the previous SPSA, including critical areas of follow-up from the last full self-study. WASC/CDE Focus on Learning, 2009 Edition, page 45</p> <p>Task 3: Analyze the quality of the school program in relation to the WASC/CDE criteria with emphasis on the identified critical academic needs; synthesize the information... (WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings) WASC/CDE Focus on Learning, 2009 Edition, pages 47–49</p>
Step Three	<p>Identify Achievement Goals, Key Program/Improvement Strategies to Achieve Those Goals:</p> <p>Identify three to five achievement goals and select appropriate strategies to achieve those goals.</p>	<p>FOL/SPSA: Suggest that timelines for FOL Task 3 in ELA and mathematics and SPSA identification of achievement goals and plan writing be conducted in tandem during the full self-study.</p>	<p>Task 3 (Cont.) ...determine strengths (of the academic program) and growth needs and identify potential action steps. (WASC/CDE Self-Study Product: Chapter IV: Self-Study Findings) WASC/CDE Focus on Learning, 2009 Edition, pages 47–49</p>
Step Four	<p>Define Timelines, Benchmarks, Personnel and Proposed Expenditures and Funding Sources to Implement the Plan:</p> <p>In order to implement the SPSA, the SSC must identify target completion dates, persons who will be responsible to ensure timely completion, and estimated costs with funding sources for each step in the plan.</p>		<p>Task 4: Revise the SPSA. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, A & B) WASC/CDE Focus on Learning, 2009 Edition, pages 51–54</p> <p>Follow-up after Visit: refine SPSA to integrate critical academic area recommendations identified by the Visiting Committee. WASC/CDE, 2009 Edition, page 161–163</p>

Section	SPSA Guide	Coordinating timelines	Focus on Learning Process Guide (References from <i>WASC/CDE Focus on Learning 2009, Fall Update Edition</i>)
Step Five	Recommend the SPSA to the Local Governing Board		Follow-up after Visit (Cont.): Revised SPS A sent to WASC. WASC/CDE, 2009 Edition, page 161
Step Six	Implement the SPSA:	Implementation and monitoring of the SPSA is determined by the benchmarks in the plan.	Task 4: Monitor implementation of schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2009 Edition, pages 51–54 Ongoing Improvement: WASC/CDE Focus on Learning, 2009 Edition, page 163
Step Seven	Monitor Implementation for progress to achieve benchmarks: Monitoring will be made easier if the plan specifies actions, dates, and estimated costs and measurable anticipated student academic outcomes, as well as personnel involved and responsible.... 2009 Single Plan for Student Achievement, p.13. California Department of Education, Sacramento, CA. Continue the Cycle: Periodically review progress on the implementation of the plan, determine whether the actions are having the desired effects, and make revisions as needed.	At least once per year.	Task 4: Monitor implementation and accomplishment of the schoolwide action plan. (WASC/CDE Self-Study Product: Chapter V: Schoolwide Action Plan, C) WASC/CDE Focus on Learning, 2009 Edition, pages 51–54 Ongoing Improvement: WASC/CDE Focus on Learning, 2009 Edition, page 163 Ongoing Improvement: Annually prepare a progress report based on implementation of the plan and impact on student achievement. Revise plan as needed. WASC/CDE Focus on Learning, 2009 Edition, page 163

Appendix I: Parental Involvement Plan and Parent-School Compact

Lawndale High School Parent Involvement Plan

The Mission of Lawndale High School is:

To teach all students to become lifelong learners through individual development of attitudes, skills, knowledge, and responsibility that is essential to academic achievement in school and society. Lawndale High School recognizes the value in shared responsibility of student achievement. Parental involvement in a child's education is the most consistent indicator of whether the child is successful in school.

To Fulfill our Mission:

We are committed to a quality educational program that values parental involvement. We recognize that parents play a very important role in their children's education and take every opportunity to foster the relationship between school, parent, and child. Lawndale High School prides itself in our dedication to our students, families, community, and to lifelong learning

Lawndale High School recognizes that:

- A child's education is a responsibility shared by the school and family during the entire time the child spends in school.
- To support the goal of the school to educate all students effectively, the school and parents must work as knowledgeable partners.
- Although parents are diverse in culture, language, and needs, they are an integral component of a school's ability to provide for the educational success of their children.
- Engaging parents is essential to improving student achievement.
- The school shall foster and support active parental involvement.

PART I. SCHOOL PARENT INVOLVEMENT PLAN **REQUIRED** COMPONENTS

A. Lawndale High School shall jointly develop/revise with parents the school parent involvement plan and distribute it to parents of participating children and make available the parent involvement plan to the local community.

Activity	Date Due	Contact person
Distribute draft plan to parent involvement committee and staff		P. Rodas (or Y. Amador)
Parent involvement meeting to review draft		P. Rodas
Final draft		P. Rodas/Y. Amador
Adopt final draft		P. Rodas
Include final plan in school newsletter, school website, information packets		P. Rodas
Submit final plan to District office		P. Rodas/Y. Amador

B. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

Activity	Date Due	Contact person
Back to School Night – (informational introduction only)	First month of each school year	E. Kwong
Title I Public Meetings		P. Rodas

C. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

Activity	Date Due	Contact person
Title 1 Informational Packets send home with students	August (summer mailer)	B. Watson (child welfare and attendance) E. Kwong/ M. Becerra (principal’s secretary)
Written policies included in the student handbook	August (summer mailer)	B. Watson/E. Kwong/M. Becerra
Information distributed during BTSN	September each school year	E. Kwong
Follow up to parents who do not attend the conference	October 1-31 each school year	E. Kwong/M. Becerra
Attendance sheets maintained	October each school year	M. Becerra
PTSA Meetings	Monthly	PTSA president
Academy Parent Nights		academy coordinators

D. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan.

Activity	Date Due	Contact person
Parent Involvement meeting to review and revise plan		P. Rodas/E. Kwong
SSC Meetings		P. Rodas/SSC Chair

E. Provide parents of participating children –

- a. timely information about programs under this part;
- b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
- c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.

Activity	Date Due	Contact person
Back to School Night	First month of each school year	E. Kwong
On-Going Website News and Information	Bi-monthly	E. Kwong
Parent Information/packets	August registration	E. Kwong

distributed (contains contact info., web page addresses, tips on how to be involved in your child's education, curriculum information)		
Membership drive for PTSA	First month of each school year	PTSA President
Volunteer surveys sent to parents	August-October each school year	E. Kwong/C. Klein (activities director and statistics teacher)
Volunteer log maintained and distributed to teachers		E. Kwong

F. If the school wide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Activity	Date Due	Contact person
Final plan posted to public and available for parent comments		E. Kwong

PART II **REQUIRED** SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent involvement plan, Lawndale High School shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct Back to School Night Presentations annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement;
- Provide frequent reports to parents on their children's progress; and
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.

Activity	Date Due	Contact person
BTSN and Open House	September and April of each school year	E. Kwong
Sign in sheets to file	September and April of each school year	E. Kwong
School parent compact signed	By 10/01 of each school year	All
Contact all parents that did not attend conferences to sign school parent compact	By October 31 st of each school year	E. Kwong/ M. Becerra
School parent compact available in handbook	August registration	B. Watson /E. Kwong/M. Becerra
Access to grades using Powerschool	All year	All
5 week progress reports	4 times per year	All
Teacher contact info is published on school website	First week of school	E. Kwong
Chaperone field trips	All year	All
PTSA membership drive	First month of school	PTSA President
Volunteer surveys distributed	Back to School Night	E. Kwong
Volunteer list distributed to teachers	By 10/1 each school year	E. Kwong
Serve on committees as needed	On-going	All

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –

- a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;

Activity	Date Due	Contact person
Curriculum information sent home in August mailer	Registration through first week of school	B. Watson
5 week progress reports	Every 5 weeks	All
Back to School Night	September 2013	E. Kwong
Open House	April 2014	E. Kwong
Parent Education Workshops	On-going as needed	E. Kwong/V. Hernandez
Powerschool	Daily	E. Kwong
Parent teacher conferences	On-going	All

- b. Shall provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

Activity	Date Due	Contact person
School news posted on school website	Bi-monthly	E. Kwong
Powerschool training	Once per semester	E. Kwong
ELAC Parent Workshops	Monthly	E. Kwong/R. Munoz (EL coordinator)
EL services	Daily	V. Hernandez
NCLB Title I meeting	12/3/12	E. Kwong/P. Rodas/Y. Amador

- c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

Activity	Date Due	Contact person
Parent Involvement Professional Development (at least 2 hrs teachers/3 hrs admin)	Prior to the start of school year	E. Kwong/ V. Hernandez
Website containing parent involvement information	Monthly	E. Kwong/V. Hernandez

- d. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand;

Activity	Date Due	Contact person
Notice regarding specific events sent home using Connect Ed	As needed	E. Kwong/V. Hernandez
Translations of text	As needed	E. Kwong/V. Hernandez
School website	As needed	E. Kwong/V. Hernandez

f. Shall provide such other reasonable support for parental involvement activities under this as parents may request.

Activity	Date Due	Contact person
Connect Ed	As needed	E. Kwong
Powerschool	As needed	E. Kwong
Website	As needed	E. Kwong

g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training;

i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

j. May train parents to enhance the involvement of other parents;

k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

l. May adopt and implement model approaches to improving parental involvement;

m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

PART III ACCESSIBILITY REQUIREMENTS

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Activity	Date Due	Contact person
Translators at conferences and	As needed	P. Rodas

meetings		
Transportation arrangements	As needed	P. Rodas/SSC Chair
Home language survey	August 09	E. Kwong

PART IV ADOPTION

This Lawndale High School Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent Involvement Plan was updated and approved by Lawndale High School SSC on 10/21/2015 and will be in effect for the period of one school year. The school will distribute this Parent Involvement Plan to all parents of participating Title I children and make it available to the community on or before 1/30/16.

Title 1 Student Parent Compact Lawndale High School

Lawndale High School and the parents and students participating in its academic program activities and services are funded by Title1, part A of the Elementary and Secondary Education Act (ESEA). The students of Lawndale High School agree that this compact outlines how students, parents and supporting staff will share in the responsibility for high level academic achievement through a partnership of open communication and support. This school parent compact is in effect during the 2015 -2016 school year.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

This Compact will highlight school responsibilities, parent responsibilities and student responsibilities to ensure academic achievement and graduation from Lawndale High school

School Responsibilities

Lawndale High School will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- Every class will have a syllabus outlining academic expectations
- Every class will have posted daily focus learning target
- Every class will be student centered, engaging, and will include both student-to-student and teacher-to-student interaction
- The direct interactive instructional methodology will be in evidence in every classroom
- Assessment will be based on the knowledge level acquired by each student
- Students will have ability to make up work at the discretion of every teacher
- Parent teacher conference will be held at ongoing basis as needed to maintain an effective communication with the parent, including but not limited to grade level “Back on Track” nights each semester
- The school will provide parents with a formal progress report every five weeks
- The school will provide parents an online portal in which they can view their child academic progress and attendance on a daily basis
- Parents will be provided the opportunity to observe their child in any classroom of their choice
- Parents will be provided the opportunity and encouraged to volunteer at Lawndale HS
- A Community Liaison will be utilized to facilitate parent involvement through the Lawndale Parent Center

Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

- Ensuring that their children arrive on time for instruction daily
- Monitoring attendance through a parent online portal
- Making sure that homework is completed (utilized student planners to check assignments)
- Monitoring amount of television their children watch
- Monitoring video games and cell phone use
- Participating, as appropriate, in decisions relating to my children’s education
- Promoting positive use of my child’s extracurricular time while remaining mindful of their scholastic responsibilities
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being on the PTO, School Site Council, English Learner Advisory Council, or other school advisory or policy groups
- Support school decisions based on the best interest of their child
- Have the expectation that their child will achieve A-G requirements
- Volunteering in my child’s school

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Take classes at each grade level that will fulfill A-G requirement
- Attend and be prepared to learn in every class
- Complete all homework, classwork, and project assignments on time
- Be socially responsible and empathetic towards others
- Show respect for self, school, and the community
- Help create an environment that is positive and productive for the community by exhibits ROCKS aligned behaviors
- Maintain a focus on the credits needed for graduation (220)
- Understand the meaning of the graduation profile
- Uphold to the mission and vision of Lawndale High School

_____	_____	_____
School	Parent	Student
_____	_____	_____
Date	Date	Date

Appendix J: Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the ConApp. Most of the acronyms are "hot-linked" to information on the topic of the acronym:

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm (Outside Source)
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CAPA	California Alternative Performance Assessment	http://www3.cde.ca.gov/scripts/texis.exe/webinator/search?pr=default&query=California%20Alternate%20Performance%20Assessment%20&submit=GO
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST (Outside Source)
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
CMA	California Modified Assessment	http://www3.cde.ca.gov/scripts/texis.exe/webinator/search?pr=default&query=California%20Modified%20Assessment&submit=GO
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fg/ac/sa
CSCS	California School Climate Survey	http://cscs.wested.org/ (Outside Source)
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CST	California Standards Tests	http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp

ACRONYM	STANDS FOR	WEB ADDRESS
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov (Outside Source)
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
DSLTL	District/School Liaison Team	http://star.cde.ca.gov/star2010/
EC	<i>Education Code</i>	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fg/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
ELSSA	English Learner Subgroup Self Assessment	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html (Outside Source)
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected School wide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm (Outside Source)
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm (Outside Source)
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/gls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
IDEA	Individuals with Disabilities Education Act (IDEA)	http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp .
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/ (Outside Source)
ISSSD	Inventory of Supports and Services for Students with Disabilities	http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc

ACRONYM	STANDS FOR	WEB ADDRESS
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.nagb.org (Outside Source)
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
PTA	Parent Teacher Association	http://www.pta.org (Outside Source)
R-FEP	Redesignated Fluent-English-Proficient	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
SESM	<i>Special Education Supports Module</i>	http://cscs.wested.org/survey_content/tesis (Outside Source)
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tg/sr
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org (Outside Source)

Appendix K: Title I Program Evaluation 2014-2015

Centinela Valley Union High School District
Educational Services Division

Categorical Programs Annual Evaluation

Title I: Schoolwide Program

SCHOOL: Lawndale High School

YEAR: 2014-2015

School data that supports below responses should be reflected in the Single Plan for Student Achievement.

<p>GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)</p>	<p>How effective were the categorical programs in assisting students to improve academic achievement? Please site data to support description.</p>	<p>What were the most significant factors contributing to the success of these programs in improving student achievement?</p>	<p>What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?</p>
<p>Goal #1: <i>Students shall be taught by highly-qualified teachers. Students will have access to standards-aligned materials. Students will be educated in facilities that are maintained in good repair.</i></p> <ul style="list-style-type: none"> Development and training for teachers, counselors, administration for differentiation and intervention strategies and methods for EL students scoring below proficiency in ELA and math. Hire highly-qualified teachers with subject matter mastery. 	<p>1. 2014-15: CAHSEE Overall 482 tenth grade tested CAHSEE Math exam - 381 (80%) passed Math 466 tenth grade tested CAHSEE ELA exam - 395 (85%) passed ELA</p> <p>2. 2014-15 CAHSEE Subgroups 40 (60%) out of 67 tenth grade ELs passed Math CAHSEE 35 (61%) out of 57 tenth grade ELs passed ELA CAHSEE 11 (24%) out of 46 tenth grade SWD passed Math CAHSEE 11 (34%) out of 32 tenth grade SWD passed ELA CAHSEE</p>	<p>-Provided personnel and technology for intervention programs: Read-180, ELA Success, ALEKS -Hired AVID tutors -Professional Development opportunities for certificated staff to refine Direct Interactive Instruction (DII) and other research-based professional development and trainings -Collaboration time allotted which provided opportunities for certificated staff to focus on assessment data to guide instruction. -Instructional and leadership teams conducted data analysis of assessments (including CFA, CST, CAHSEE, and grade analysis to</p>	<p>- Continuance of 9th grade House/Small Learning Communities - Continuance and development of school wide Positive Behavior Support & Intervention (PBIS) program -Articulate program goals to site leadership team, department chairs, academy leadership teams, ELD Coordinator -Professional development for all teachers in Common Core -Use of RTI principles</p>

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How effective were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant factors contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
<ul style="list-style-type: none"> Ensure equitable access to standards-based course materials for all students aligned to Common Core and state content standards. 	3. 2014-15 -- 94.3% graduation rate, 565/599 students 2014-15 – 39% A-G completion rate, 220/565 students	provide opportunities for instructional improvement for all EL, SED, SWD, African American and Hispanic students. -Rewards and incentives were given to celebrate students’ improvement in proficiency levels.	
Goal #2: Implementation of State Standards: Students shall have access to the Common Core Standards in English Language Arts (ELA) and Math. Students shall also have access to science and social studies state standards, literacy in science, and technical subjects standards. <ul style="list-style-type: none"> Provide professional development. Provide collaboration time for teachers 	1. 2014-15: CAHSEE Overall 482 tenth grade tested CAHSEE Math exam - 381 (80%) passed Math 466 tenth grade tested CAHSEE ELA exam - 395 (85%) passed ELA 2. 2014-15 CAHSEE Subgroups 40 (60%) out of 67 tenth grade ELs passed Math CAHSEE 35 (61%) out of 57 tenth grade ELs passed ELA CAHSEE 11 (24%) out of 46 tenth grade SWD passed Math CAHSEE 11 (34%) out of 32 tenth grade SWD passed ELA CAHSEE 3. 2014-15 -- 94.3% graduation rate, 565/599 students 2014-15 – 39% A-G completion rate, 220/565 students	-Professional Development opportunities for certificated staff to refine Direct Interactive Instruction (DII) and other research-based professional development and trainings -Collaboration time allotted which provided opportunities for certificated staff to focus on assessment data to guide instruction. -Instructional and leadership teams conducted data analysis of assessments (including CFA, CST, CAHSEE, and grade analysis to provide opportunities for instructional improvement for all EL, SED, SWD, African American and Hispanic students.	- Continuance of 9 th grade House/Small Learning Communities - Continuance and development of school wide Positive Behavior Support & Intervention (PBIS) program -Articulate program goals to site leadership team, department chairs, academy leadership teams, ELD Coordinator -Professional development for all teachers in Common Core -Use of RTI principles
Goal #3:	150 parents participated and	-Counselors and student success	-establishment of PTO

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How effective were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant factors contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
<p>Parent Involvement: Increase parent and community engagement.</p> <ul style="list-style-type: none"> Educate Lawndale parents on how to foster a positive educational environment for their children both at home and at school. Increase the depth of and frequency by which parents are informed of student academic progress and need for intervention. Frequently inform students and parents of college and postsecondary career opportunities. Increase frequency and varied types of communication to parents regarding school information. 	<p>graduated from the PIQE (Parent Institute for Quality Education) program</p>	<p>teams provide interventions for at-risk students.</p> <ul style="list-style-type: none"> -Contract with Parent Institute for Quality Education (PIQE) to provide workshops to parents to learn how to navigate the school site, educational system, college admittance information. -Use of Blackboard Connect by office staff, teachers, and administration to communicate with parents via email, telephone, and print media -On-site computers for parent use of PowerSchool, which provides real-time information on students' attendance, grades, and progress. -Contract with A2A which manages student attendance and send early warnings notifications to parents -Contract with Educational Consulting Services for STEP-UP Saturday School program -RTI -targeted intervention by school counselors meeting with students and parents providing support and resources to improve student achievement and success. 	<ul style="list-style-type: none"> - establishment of booster clubs for student organizations - establishment of a parent center -Encourage parent volunteers to assist on campus -Encourage parent volunteers to be active in PBIS -Seek donations and community partnerships to support campus initiatives
<p>Goal #4: Pupil Achievement: Increase student performance in standardized tests.</p>	<p>1. 2014-15: CAHSEE Overall 482 tenth grade tested CAHSEE Math</p>	<p>Provided personnel and technology for intervention programs: Read-180, ELA Success, ALEKS</p>	<ul style="list-style-type: none"> - Continuance of 9th grade House/Small Learning Communities - Continuance and development of

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How effective were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant factors contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
<ul style="list-style-type: none"> Increase targeted student enrollment in English/Language Arts, reading, and math intervention classes for long-term EL students. Increase pass rate of 10th grade CAHSEE by 4% in Math and 4% in ELA for 2013/2014 school year. Increase number of students passing AP Exams administered by the College Board 	exam - 381 (80%) passed Math 466 tenth grade tested CAHSEE ELA exam - 395 (85%) passed ELA 2. 2014-15 CAHSEE Subgroups 40 (60%) out of 67 tenth grade ELs passed Math CAHSEE 35 (61%) out of 57 tenth grade ELs passed ELA CAHSEE 11 (24%) out of 46 tenth grade SWD passed Math CAHSEE 11 (34%) out of 32 tenth grade SWD passed ELA CAHSEE	<ul style="list-style-type: none"> -Hired AVID tutors -Professional Development opportunities for certificated staff to refine Direct Interactive Instruction (DII) and other research-based professional development and trainings -Collaboration time allotted which provided opportunities for certificated staff to focus on assessment data to guide instruction. -Instructional and leadership teams conducted data analysis of assessments (including CFA, CST, CAHSEE, and grade analysis to provide opportunities for instructional improvement for all EL, SED, SWD, African American and Hispanic students. -Rewards and incentives were given to celebrate students' improvement in proficiency levels. 	school wide Positive Behavior Support & Intervention (PBIS) program -Articulate program goals to site leadership team, department chairs, academy leadership teams, ELD Coordinator -Professional development for all teachers in Common Core -Use of RTI principles - Increased SBAC practice and understanding of process
Goal #5: <i>Pupil Engagement: Increase student attendance rates while decreasing chronic absenteeism rates. Also, increase high school graduation rates.</i> <ul style="list-style-type: none"> Establishing small learning communities/academies in which students explore the wide variety of career options through 	2014-15 -- 94.3% graduation rate, 565/599 students 2014-15 – 39% A-G completion rate, 220/565 students	Contract with A2A which manages student attendance and send early warnings notifications to parents -Contract with Educational Consulting Services for STEP-UP Saturday School program -RTI -targeted intervention by school counselors meeting with students and parents providing support and	<ul style="list-style-type: none"> - Continuance of 9th grade House/Small Learning Communities - Continuance and development of school wide Positive Behavior Support & Intervention (PBIS) program -Articulate program goals to site leadership team, department chairs, academy leadership teams, ELD Coordinator

GOAL/Objective from SPSA: (Add rows as necessary to address all of the goals/objectives in your SPSA.)	How effective were the categorical programs in assisting students to improve academic achievement? Please site data to support description.	What were the most significant factors contributing to the success of these programs in improving student achievement?	What changes/ modifications/ additions need to be made next year for the programs (e.g. this goal) supported by categorical funds?
<p>hands-on, problem-based, project-based, critical thinking, and rigorous real-world application. (AMA, BCA, MSA, AVID, 9th grade house)</p> <ul style="list-style-type: none"> • Reward students for monthly perfect attendance with Cardinal cash. • Increase the attendance rate by 2% for the 2014/15 school year. • Increase the graduation rate by 2% for the 2014/15 school year. 		<p>resources to improve student achievement and success.</p> <ul style="list-style-type: none"> - Counselors and student success teams provide interventions for at-risk students. - Contract with Parent Institute for Quality Education (PIQE) to provide workshops to parents to learn how to navigate the school site, educational system, college admittance information. -Use of Blackboard Connect by office staff, teachers, and administration to communicate with parents via email, telephone, and print media 	<ul style="list-style-type: none"> -Professional development for all teachers in Common Core -Use of RTI principles - Increased SBAC practice and understanding of process

1. Describe professional development activities for meeting these goals.

In order to meet the above goals, Lawndale HS general education, special education, and English language development teachers of Lawndale HS participated in the following professional development activities:

- a. Direct Interactive Instruction (DII)
- b. Positive Behavior Intervention and Support (PBIS)
- c. Focus walks
- d. Collaboration time – provide opportunities for certificated staff to focus on assessment data to guide instruction; engagement, active learning, checking for understanding and research-based best practices. Instructional teams will conduct data analysis of assessments (including formative benchmarks, CST, CAHSEE, and grade analysis to provide opportunities for instructional improvement for all EL, SED, SWD, African American and Hispanic students.
- e. Illuminate, an online, web based data warehouse system to store, analyze, and report student common assessment results.
- f. ELA Common Core State Standards Professional Development
- g. LACOE workshop: Getting to know the ELD Common Core State Standards
- h. AVID Summer Institute for implementation of school wide AVID program
- i. Link Crew training

- j. Co-Teaching professional development
- k. Beginning Teacher Support and Assessment (BTSA); a state program that supports new teachers with a coaching/mentor model

2. Describe all parent education and involvement activities.

- a. Parent Institute for Quality Education (PIQE): through 8 week of on-site workshops parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and how to become an active participant and volunteer in the school community.
- b. English Language Advisory Council (ELAC) meetings
- c. Academy Orientation: Biomedical(BCA), Marine Science (MSA), Media Arts (AMA), and Advancement Via Individual Determination (AVID) Academies-meet with students and parents during orientation to discuss academy student expectations, progress plans, and intervention strategies for success
- d. Freshman Orientation: with explanation of English Language Arts & math placement to incoming 9th grade students & parents
- e. In-house Registration Day-Initial explanation of ELA and math placement test scores to next year's 10th, 11th grade students

3. Describe parent input/feedback about categorical programs.

Parents' input/feedback was given during School Site Council and English Learners Advisory Committee meetings. Surveys were also sent out to all parents of English Learners regarding categorical and school programs.



October 21, 2015

Principal's Signature

Date