

# School Plan for Student Achievement (SPSA) & The SPSA Cycle of Continuous Improvement



**2021-2022 Title I Institute**



# bjectives



Understand the SPSA Cycle of Continuous Improvement



Understand the SPSA components as they relate to the Cycle of Continuous Improvement



Identify SPSA Resources

# ESSA Requirement

Every Student Succeeds Act (ESSA) requires schools receiving Title I funds and operating a schoolwide program (SWP), and schools identified for CSI, TSI, or ATSI to develop a School Plan for Student Achievement



# What is a School Plan for Student Achievement (SPSA)?

**SPSA: a written plan that creates a program to improve student achievement using federal funds**

**Purpose: improve academic achievement of students at risk of not meeting grade-level standards**

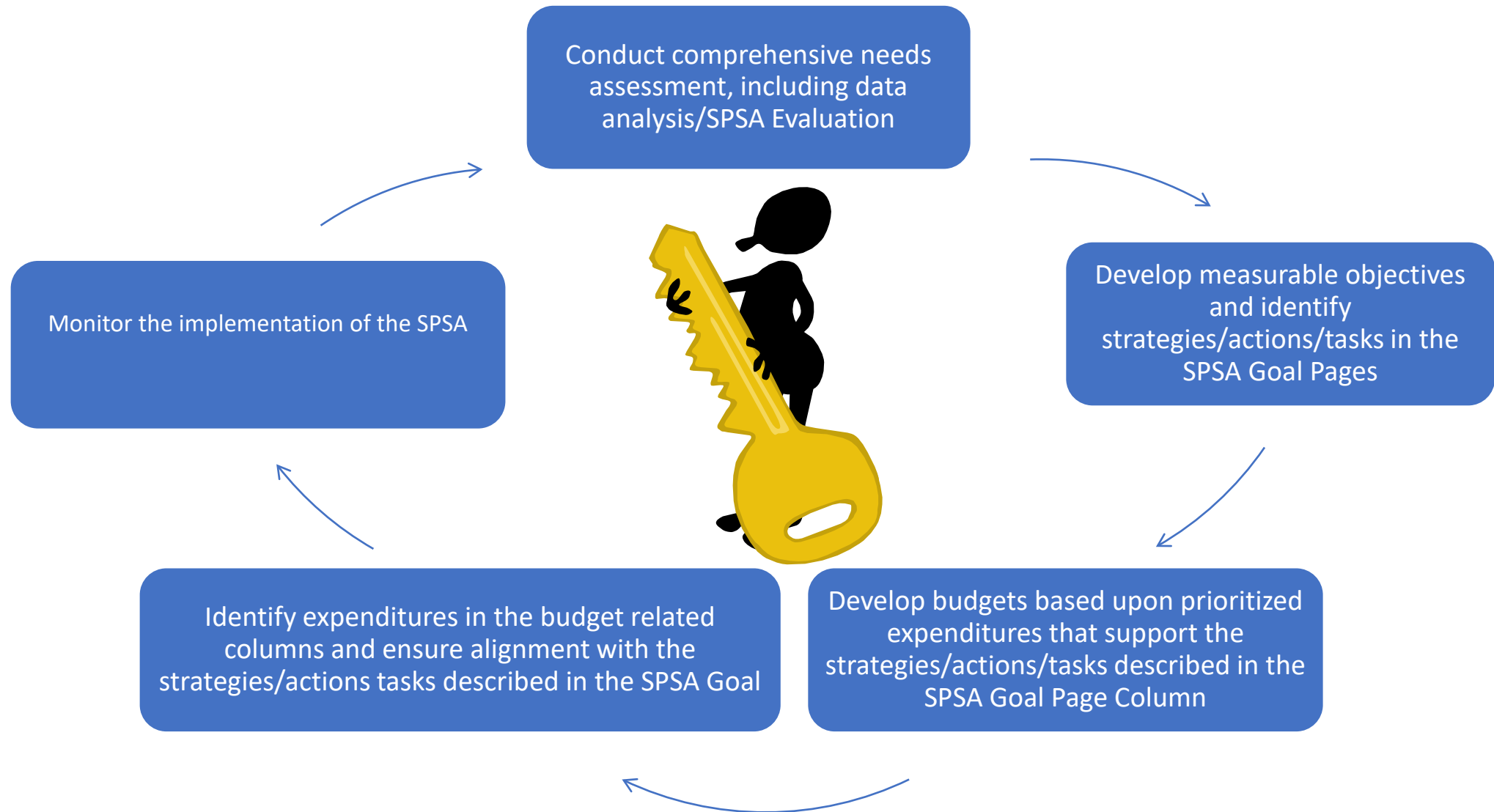
**Developed yearly by School Site Council**

# SPSA Components

Each School Wide Program (SWP) Title I school writes its SPSA on the Online SPSA platform ([spsa.lausd.net](http://spsa.lausd.net)). The various “tabs” of the SPSA capture the results of the school’s annual strategic planning and budgeting process.

<b>SPSA Components</b>
School Identification
Recommendations and Assurances
Funding Allocated to School
School Vision and Mission Statement
Comprehensive Needs Assessment
<b>Goals &amp; Objectives</b>
100% Graduation
ELA
Mathematics
EL Programs
Parent/Community
100% Attendance
Resource Inequities and Evidence-Based Interventions
Title I Schoolwide Program

# SPSA: Continuous Improvement Cycle



# School Vision and Mission Statement

The SPSA contains the school's vision and mission statement as well as:

- School Profile

- Other Important Characteristics

SWP, TAS, Magnet, Title III, SLC, CSI, ATSI, etc.

This section provides all stakeholders, the school community, and the public at large a picture of who you are as a school.

# School Vision and Mission Statement and Profile Description



## District Mission Statement

### School Vision

State your school's vision. (Describe what your school intends to become in the future.)

### School Mission

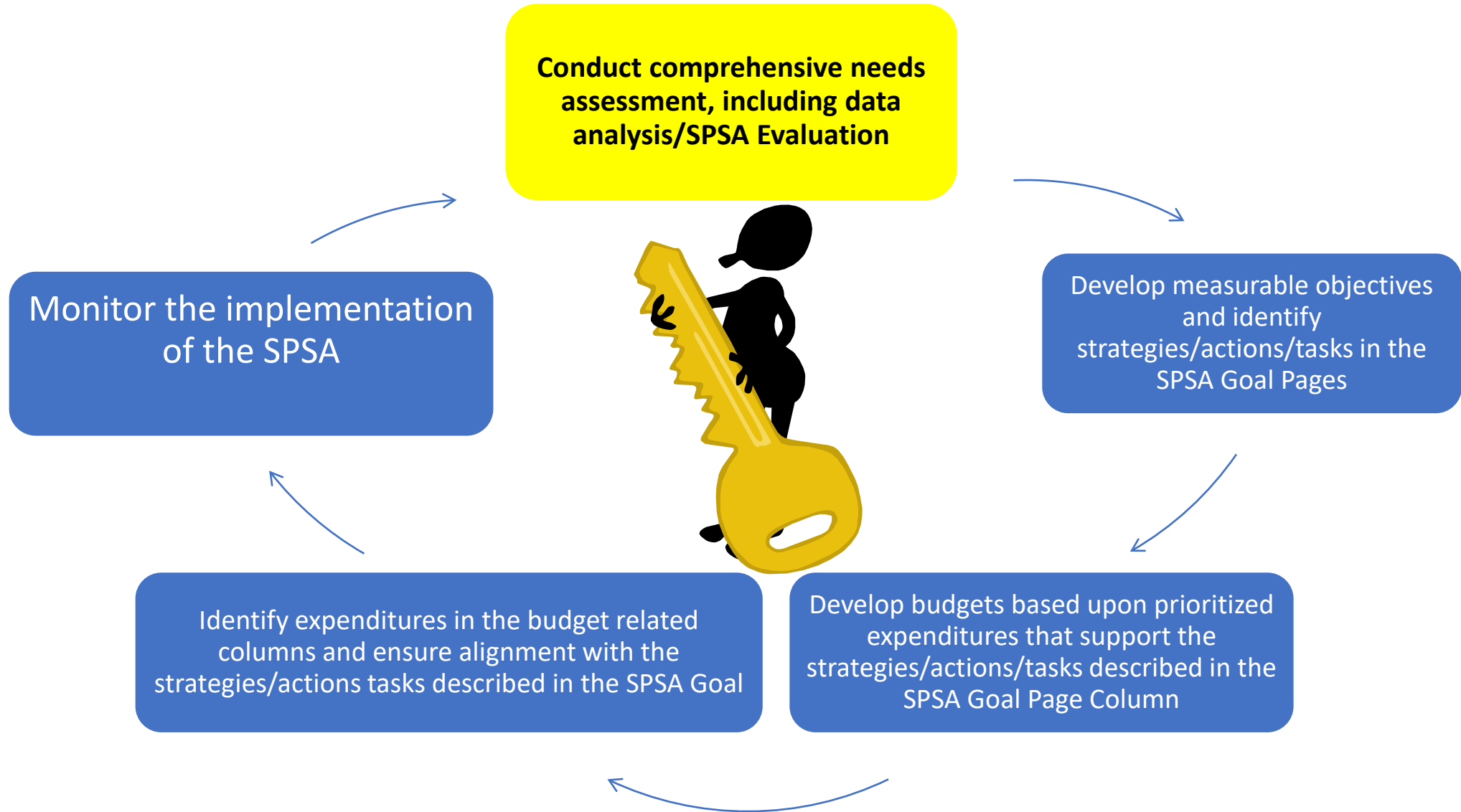
State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

### School Profile Description

The School profile description includes: demographic data, grade levels, student enrollment, poverty level, language and make-up of student body, communication of academic assessment results, and other school characteristics (e.g., SWP, etc.)



# SPSA: Continuous Improvement Cycle



# Comprehensive Needs Assessment

The comprehensive needs assessment is a self-review process.

The comprehensive needs assessment must include an **analysis** of verifiable state data, including state indicators from the CA Dashboard and may include any data voluntarily developed to measure pupil achievement.

The Comprehensive Needs Assessment forms the basis of the school's measurable objectives contained in the SPSA.

## RECORD THE SELF-REVIEW PROCESS ON THIS PAGE:

(1) WHO PARTICIPATED?

(2) WHAT HAPPENED?

(3) WHEN DID THEY MEET?

### Comprehensive Needs Assessment / Self-Review Process

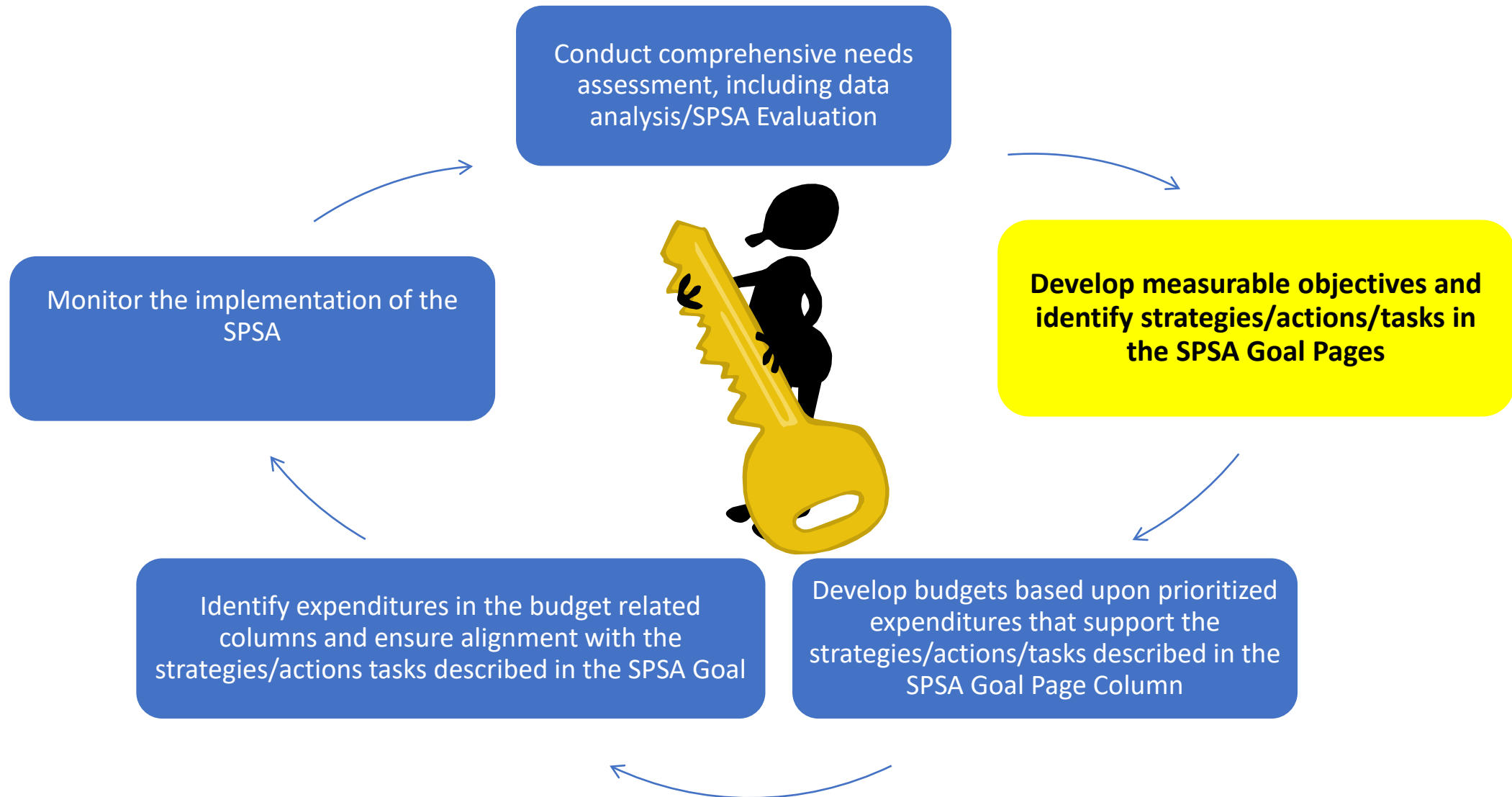
DIRECTIONS: Check the groups or committees that participated in the plan writing process. Who was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., what happened during the process (analysis of data, review of intervention results, examination of strategies proven to be effective). When did the process occur (dates)?

Add participating Group or Committee

Who was involved?	What happened?	Date [mm/dd/yyyy]	
School Site Council	School Site Council reviewed the final data analysis and the 2019 needs assessment from all stakeholders where they listed and detailed their findings. Several issues were brought up regarding the consistent use of software license maintenance and the amount of time teachers were pulled out during the day. Any issues, comments, SSC recommendations and concerns were charted and discussed. SSC found the needs to be greatest in teacher assistants, tutoring, teacher release day, teacher non-tutor and general supplies technology. Time was provided for SSC members to read the SPSA silently. Any issues, comments, SSC recommendations and concerns were charted and discussed. SSC reviewed all categorical budgets, including general fund and SENI-TSP and made recommendations. SSC unanimously accepted and approved the 2019-20 categorical budgets and the 2019-20 SPSA.  School Site Council reviews school data on a consistent basis. TRC, DIBELS, SBAC IAB & Summative, ELPAC, reclassification rate, attendance and School Report Card data were presented and analyzed. Areas of need were identified based on grade level teams data analysis and recommendations as well as from ELAC. Needs were established and actions, strategies, and interventions were addressed.	09/26/2018 * 10/24/2018 11/14/2018 01/23/2019	02/13/2019 02/20/2019 03/15/2019
English Learner Advisory Committee	Categorical Programs Advisor presented data along with new SPSA to ELAC. TRC, DIBELS, SBAC IAB & Summative, ELPAC, reclassification rate and attendance data were presented and analyzed. Members had an opportunity to examine data and give input for school improvement in the area of our EL population. Information was charted, discussed and agreed upon by ELAC.	10/12/2018 * 11/09/2018 12/14/2018 02/08/2019	03/15/2019
Professional Learning Community (PLC)	Grade level teams met to disaggregate data and identify areas of need and student growth. TRC, DIBELS, SBAC IAB & Summative, ELPAC, reclassification rate, and attendance rates were presented and analyzed. Their areas of need, actions, strategies, and interventions to be implemented were charted and presented for School Site Council for review and discussion.	10/11/2018 * 11/13/2018 12/04/2018 01/29/2019	02/26/2019 03/12/2019
Other Instructional Leadership Team	Administration Team presented TRC, DIBELS, SBAC IAB & Summative, ELPAC, reclassification rate and attendance data to Instructional Leadership Team. ILT had an opportunity to examine data and give input identifying areas of need for school improvement. Information was charted and discussed.	08/15/2018 * 08/22/2018 10/10/2018 10/31/2018	12/12/2018 01/09/2019 01/30/2019 02/06/2019

- EL Programs ✓
  - Parent/Community ✓
  - 100% Attendance ✓
  - Title I Schoolwide Program ✓
  - Title I Parent and Family Engagement Policy ✓
  - Local District Monitoring
  - Upload Attachments & Submit Plan
  - SPSA Approval Tracking
  - SPSA Modifications
  - SPSA Evaluation
  - Exceptions Corrections
  - Beyond the Bell
  - TSP Attachment
  - TSP Plan
  - TSP Approval
- besin2pb

# SPSA: Continuous Improvement Cycle



# Goals and Objectives

100% Graduation and Beyond

English Language Arts

Mathematics

English Learner Programs

Parent, Community, and Student Engagement

100% Attendance, Suspensions, School Safety, and Other Supports

The key findings area address four items

A summary of the data related to the goal page identified during the needs assessment,

The root causes related to the data

If the school met or is on track to meet the objectives, describe strategies that have worked

If the school did not meet or is not on track to meet the measurable objective, what the school intends to do differently.

1. List key findings related to 100% Graduation based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). CA Dashboard data must be included when available. \* Required

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2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \* Required

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

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

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# California School Dashboard Indicators

## California School Dashboard Indicators:

The activities outlined in this [auto-filled based on Goal, e.g., English Language Arts, Mathematics, etc.] Goal page are to support the following indicators on the CA School Dashboard:

Improving Performance in (select all that apply) \* Required if this Goal is addressed.

Academic indicator ELA  
Academic indicator Math  
EL Progress Indicator  
Chronic Absenteeism  
Suspensions  
College/Career Indicator  
Graduation



Chronic Absenteeism  
College/Career Indicator

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.

English Learners  
Foster Youth  
Homeless  
Socioeconomically Disadvantaged  
Students with Disabilities  
African American  
American Indian or Alaska Native  
Asian  
Filipino  
Hispanic or Latino  
Native Hawaiian or Pacific Islander  
White  
Two or More Races  
All Students



African American



Two new drop-down menus allow schools to select focus areas aligned to the CA Dashboard Indicators.

# Measurable Objectives set to improve pupil outcomes

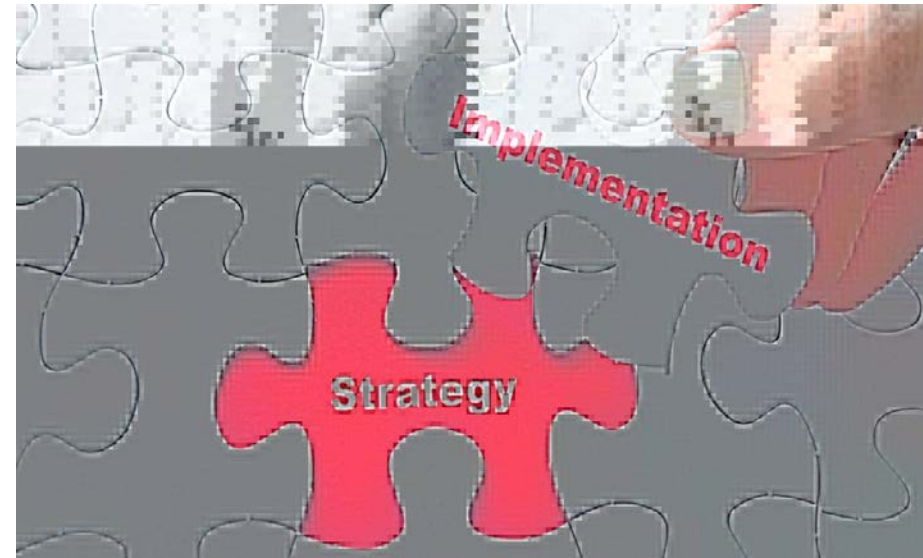
The measurable objectives must address the needs of pupil groups as identified through the comprehensive needs assessment.

The measurable objectives should be based upon the analysis of verifiable state data, including state indicators from the CA Dashboard and may include any data voluntarily developed to measure pupil achievement.

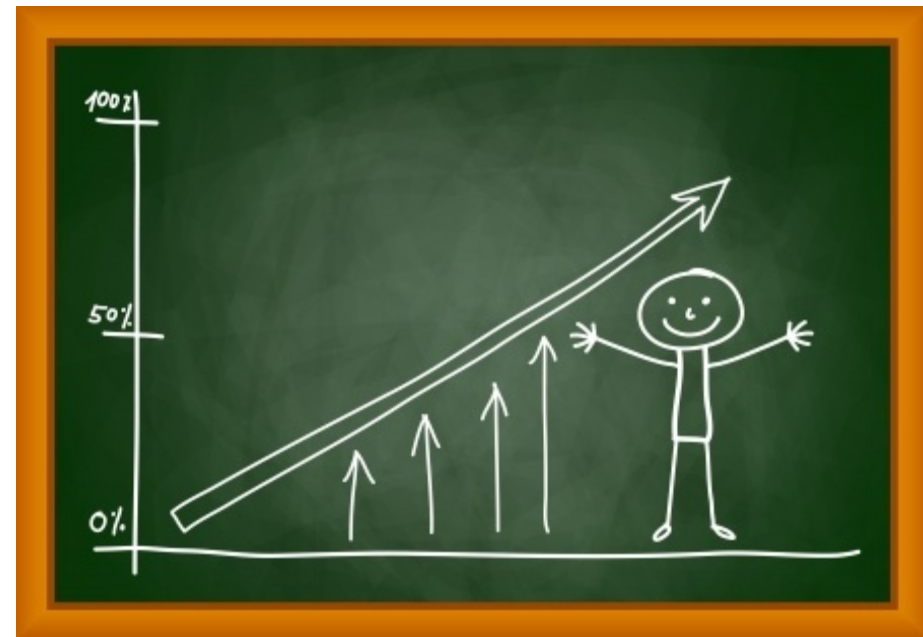


# Two Types of Measurable Objectives

Implementation



Improvement



# Two Measurable Objectives Per Required Goal Page

**School Must write at least one Measurable Implementation Objective**

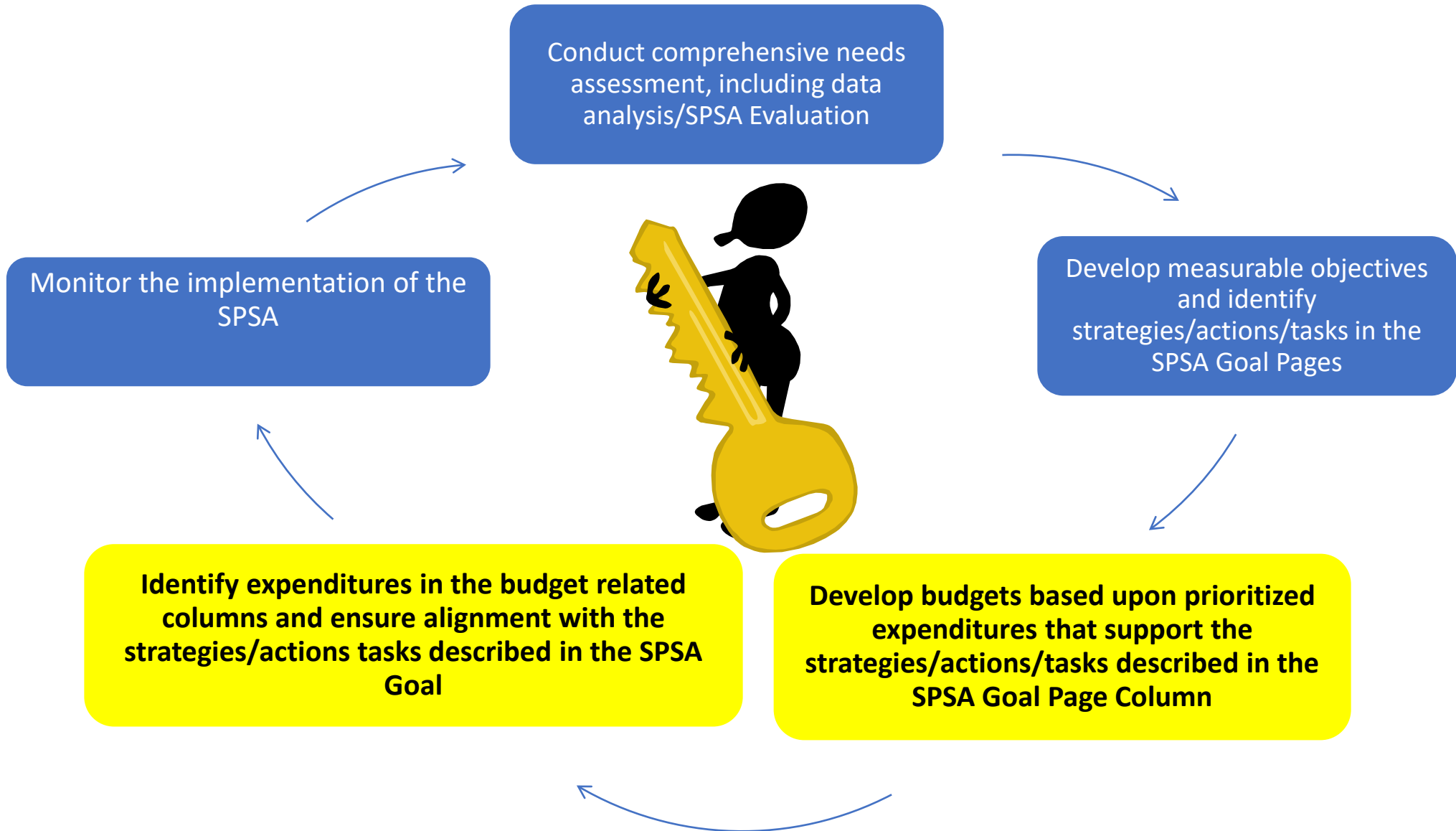
State the School's Measurable Implementation Objective(s) for 2021-2022. \* Required

**School Must write at least one Measurable Improvement Objective**

State the School's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. \* Required

Following the drop-down selection, develop two objectives per required goal page. One is on the implementation of the plan and the other is on student improvement.

# SPSA: Continuous Improvement Cycle



# Expenditures

Each proposed expenditure of Title I funds must be “allowable” as defined by law and District policy. It therefore must meet the following criteria:

Necessary - The proposed expenditure appropriately addresses one or more program needs identified and targeted in the school’s SPSA. *NOTE: The expenditure must be specifically described and budgeted in the School Plan for Student Achievement (SPSA)*

Reasonable - The purchase price does not exceed that which would be incurred by a prudent person under the circumstances at the time.

Consistent with applicable rules, limits, and other requirements\*\* *Includes the requirement that all Title I expenditures must be “allocable”*

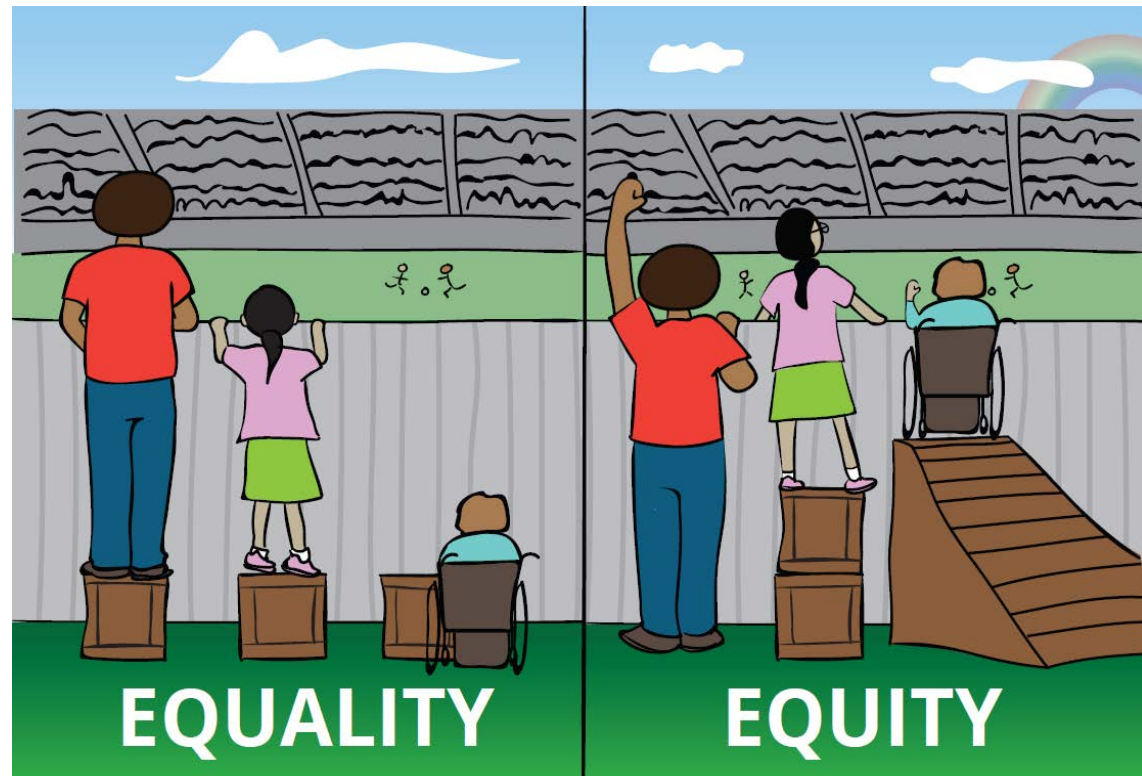
# Resource Inequities & Evidence-Based Interventions

- **ESSA Evidence Ratings:**
  - Strong, Moderate, Promising
  - Demonstrates Rationale
- **Key Sources of Evidence:**
  - What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/fww>
  - LAUSD Evidence-Based Intervention Bench <https://achieve.lausd.net/Page/14464>
  - Evidence for ESSA - <https://www.evidenceforessa.org>

<b>SPSA Components</b>
School Identification
Recommendations and Assurances
Funding Allocated to School
School Vision and Mission Statement
Comprehensive Needs Assessment
<b>Goals &amp; Objectives</b>
100% Graduation
ELA
Mathematics
EL Programs
Parent/Community
100% Attendance
<b>Resource Inequities and Evidence-Based Interventions</b>
Title I Schoolwide Program

# Resource Inequities Review Section

As part of the comprehensive needs assessment process at your school, a Resource Inequities Review lens must be considered. Your school must reflect upon and identify resource inequities that may contribute to areas of lower performance.



# What is “Evidence- Based?”

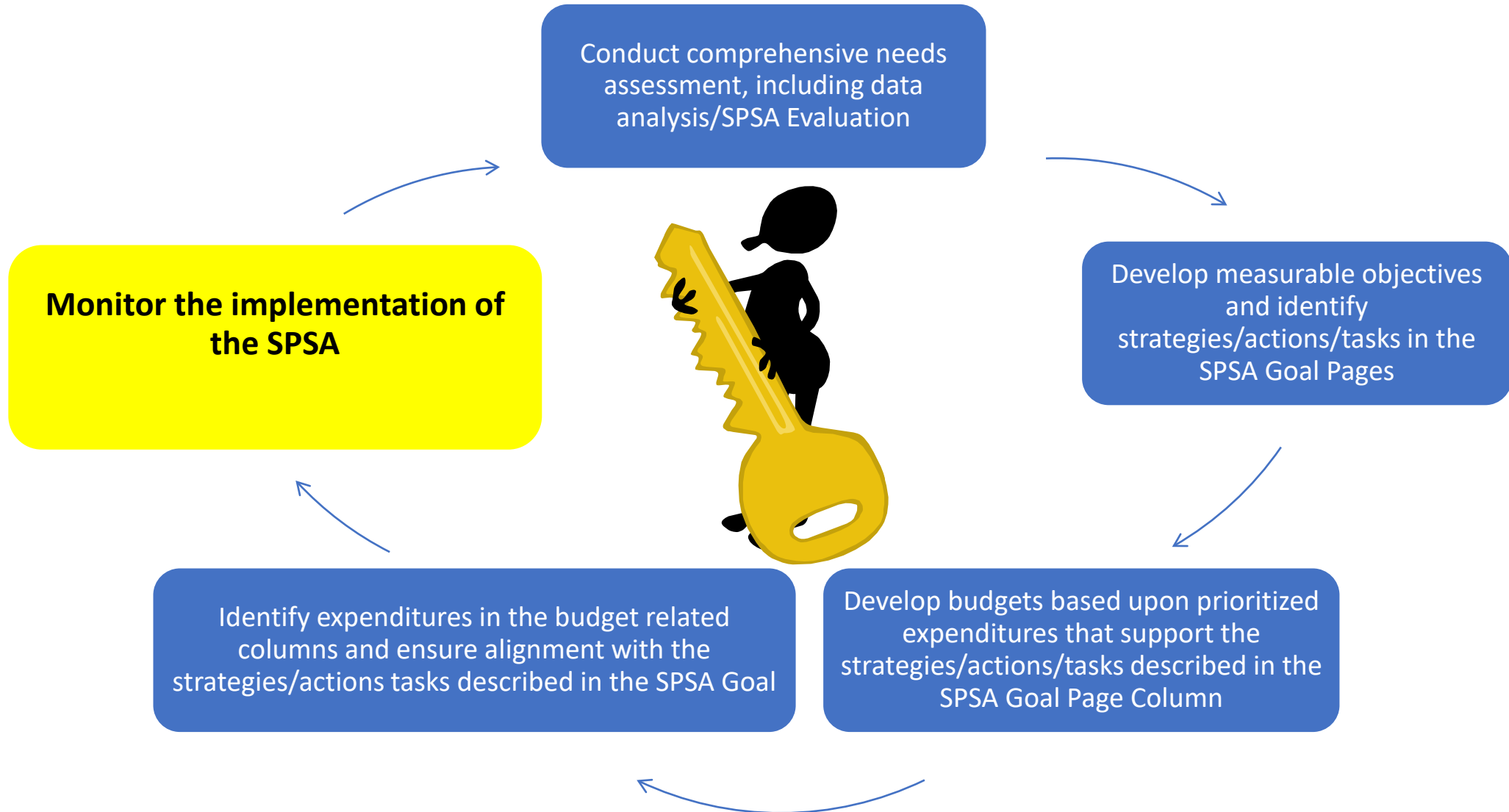


EVIDENCE-BASED INTERVENTIONS ARE PRACTICES OR PROGRAMS THAT HAVE **BEEN PROVEN TO SHOW THAT THEY ARE EFFECTIVE AT PRODUCING RESULTS AND IMPROVING OUTCOMES WHEN IMPLEMENTED.**



THE KIND OF EVIDENCE DESCRIBED IN ESSA HAS GENERALLY BEEN PRODUCED THROUGH FORMAL STUDIES AND RESEARCH.

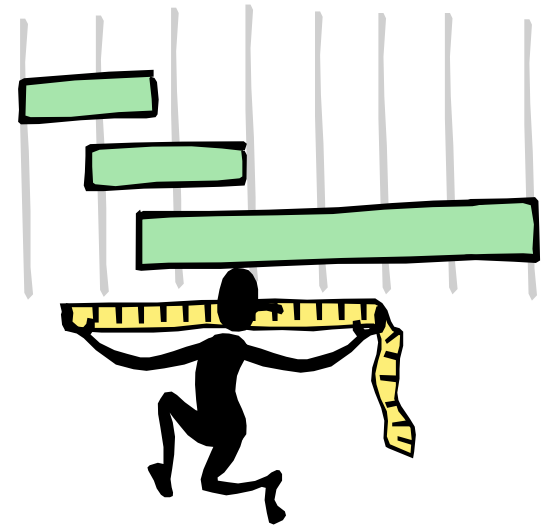
# SPSA: Continuous Improvement Cycle





# Ongoing Monitoring

- Are plan objectives being achieved?
- Are strategies and actions being fully implemented (if not, what are the barriers)?
- Did the school do what it said it was going to do?
- Did our strategies lead to improvement?
- Which strategies are effective for improving student achievement? Are any ineffective?
- What's your evidence?
- Based on results, what will you keep, change or eliminate in the plan?



# SPSA Monitoring and Evaluation

- Did we do what we said we would do?
- Did our strategies and actions lead to improved outcomes such as student achievement, or behavior/attitude shifts?



## SPSA EVALUATION Impact of the 2020-2021 SPSA

The 2020-2021 SPSA Evaluation is due on or before October 31, 2021. The school must keep copies of agendas, minutes, and sign-ins as evidence English Learner Advisory Committee (ELAC) reviewed and provided recommendations during the completion of the evaluation.

**Directions:** Select from the buttons labelled "Yes" "No" or "N/A" to indicate whether the school met each Measurable Objective in each Goal.

**If the school met the Measurable Objective:**

- In the dropdown, select the strategies that contributed to the school's success, and
- In the textbox, describe how the strategies used contributed to the school's success.

**If the school did not meet the Measurable Objective:**

- In the dropdown, select the actions that contributed to the school not meeting the Measurable Objective, and
- In the textbox, describe what the school intends to do differently (next steps, new strategies, etc.).

**If the school selects "N/A":**

- In the textbox, explain why the school is unable to indicate whether it met the Measurable Objective, and
- In the textbox, describe the results of other assessments the school used to determine whether the school is on track or not on track to

100% Graduation | ELA | Mathematics | EL Programs | Parent/Community | 100% Attendance

**Measurable Objective(s)**

Did the school meet all the school's Measurable Objective(s) in the 2019-2020 school year? \*

According to the 2018 dashboard, "Students with Disabilities" in Mathematics are 151 points below standard placing them in the "orange". To maintain "orange" by the 2019 Da Mathematics will increase by 10 points with "All Students with Disabilities" increasing to 141 points below standard, as measured by the SBAC Math summative assessment

Yes  No  N/A

Select the actions that contributed to the school not meeting the Measurable Objective.

<input type="checkbox"/>	Lacking/inconsistent/ineffective PD implementation	Add	Lacking/inconsistent/ineffective
<input type="checkbox"/>	Lacking/inconsistent/ineffective grade level or department planning time		Lacking/inconsistent/ineffective
<input type="checkbox"/>	Lacking/inconsistent/ineffective data collection and or analysis		
<input type="checkbox"/>	Lacking/inconsistent/ineffective progress monitoring		
<input type="checkbox"/>	Lacking/inconsistent/ineffective development of student foundational skills		
<input type="checkbox"/>	Lacking/inconsistent/ineffective curriculum implementation (planning and instruction)		
<input type="checkbox"/>	Lacking/inconsistent/ineffective implementation of new curriculum and or instructional model		
<input type="checkbox"/>	Lacking/inconsistent/ineffective utilization of instructional support staff		
<input type="checkbox"/>	Lacking/inconsistent/ineffective use of supplemental instructional materials/technology to support the instructional program		
<input type="checkbox"/>	Lacking/inconsistent/ineffective intervention		
<input type="checkbox"/>	Lacking/inconsistent/ineffective parent engagement		
<input type="checkbox"/>	Lacking/inconsistent/ineffective use of funds to support instructional program		

Describe what the school intends to do differently (next steps, new strategies, etc.).

By June 2020, 38% of Kindergarten students will score benchmark or above on the MOY DIBELS assessment --a 5% increase from 33% to 38%

According to the 2018 dashboard, African American students in Mathematics are 98.3 points below standard placing them in the "orange". To move from "orange" to "yellow" students" in Mathematics will increase by 5 points with "All African American Students" increasing to 93.3 points below standard, as measured by the SBAC math summative

Yes  No  N/A

Select the actions that contributed to the school not meeting the Measurable Objective.

<input type="checkbox"/>	Lacking/inconsistent/ineffective PD implementation	Add	Lacking/inconsistent/ineffective
<input type="checkbox"/>	Lacking/inconsistent/ineffective grade level or department planning time		Lacking/inconsistent/ineffective

## SPSA EVALUATION Impact of the 2020-2021 SPSA

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**If the school met the Measurable Objective:**

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100% Graduation | ELA | Mathematics | EL Programs | Parent/Community | 100% Attendance

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<input type="checkbox"/>	Lacking/inconsistent/ineffective grade level or department planning time		Lacking/inconsist
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Yes  No  N/A

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<input type="checkbox"/>	Lacking/inconsistent/ineffective grade level or department planning time		Lacking/inconsis

# Questions



# SPSA Resources

Sample Implementation and Improvement Objectives

Sample Strategies and Actions based on identified needs

Directions for accessing the SPSA

Accessing Federal and State Education Programs (FSEP) SPSA resources

What might it  
all look like ?

- Measurable Objectives
- Need
- Strategy
- Actions



# ELA Sample Implementation and Improvement Measurable Objectives



## Implementation Objective

(how often is teacher administering a strategy, how often are students accessing, baseline accessing at the beginning of year):

**By June 2021, 100% of the ELA teachers will use the iReady program with their students at least once a week to supplement direct instruction as measured by internal controls (e.g., observation reports, usage reports, etc.)**



## Improvement Objective

(how will we know if it is working):

**By June 2021, the percentage of EL students scoring proficient on the iReady program will increase by 15% from the initial diagnostic assessment as measured by the iReady end-of-year assessment**

# Math Sample Measurable Implementation and Improvement Objectives



## **Measurable Implementation Objective:**

By the end of the second marks period, 70% of all students will be exposed to targeted math strategies developed for intervention and regular school day program as captured by observation logs.



## **Measurable Improvement Objective:**

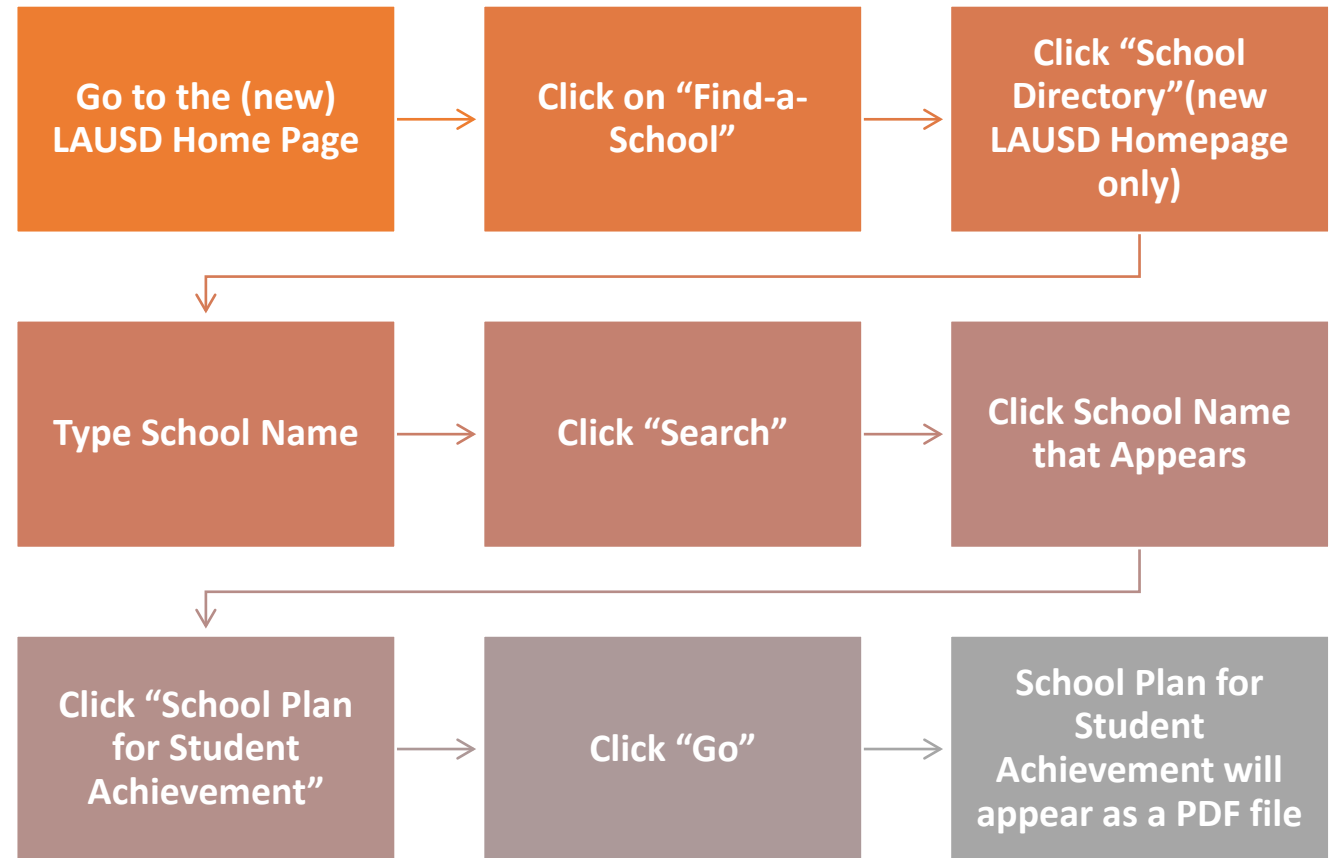
By June 2021, the percentage of all students participating in the after-school math program that demonstrate proficiency in math will increase by 50% as measured by the IXL pre- and post-assessments.



# Sample Strategy with many Actions

<b>Need – what is the need of the instructional program?</b>	The school has noticed that SBAC math scores for students scoring proficient in grades 3-5 have been decreasing over the past three years. Students and teachers agree that they need more time to fill in the gaps for those students who are struggling to keep up.
<b>Strategy – how will the school address the need?</b>	The school will provide a high interest technology-supported afterschool intervention program designed to attract and engage students in grades 3-5 who are potentially at risk of failing in mathematics. In order to implement this strategy, the school will fund the expenditures below.
<b>Expenditure(s)/Action(s)- what is needed to implement the strategy?</b>	<u>Teacher X-time non-tutor</u> – Time to collaborate by grade level to review pertinent data, select students to participate, and plan out sessions. Time to collaborate by grade level to create uniform lessons used during the regular school day to target specific areas of remediation. A total of 12 hours per teacher will be allocated over the period of the intervention program.
<b>Expenditure(s)/Action(s)- what is needed to implement the strategy?</b>	<u>Intervention Coordinator</u> – Intervention coordinator will coordinate the intervention program afterschool, facilitate lesson design, provide model lessons within the classroom for targeted groups, and manage the IXL math program.
<b>Expenditure(s)/Action(s) -what is needed to implement the strategy?</b>	<u>Teacher Tutor x-time</u> – 2 teachers per grade level (total 6) will work 3 hours after their scheduled assignment for a total of 10 weeks. Sept. -Nov. to provide supplemental instruction in a blended model, in math for students in grades 3-5.
<b>Expenditure(s)/Action(s) -what is needed to implement the strategy?</b>	<u>GST</u> - 40 Chromebooks will be purchased to provide students with access to individualized lessons on software.
<b>Expenditure(s)/Action(s) -what is needed to implement the strategy?</b>	<u>Non-Cap Equipment</u> – 1 Chromebook cart will be purchased to store and charge class set of Chromebooks.
<b>Expenditure(s)/Action(s) -what is needed to implement the strategy?</b>	<u>SIM</u> – first time purchase of IXL Math software to provide students with highly engaging individualized lessons and support online. It will be used during the intervention period to support direct instruction.

# How to Find Your School's SPSA Online





LOS ANGELES UNIFIED SCHOOL DISTRICT



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Offices <

Families

Employees

Labor Updates



Click on  
Find-a-School  
<http://home.lausd.net/>

## Raising the Bar in STEAM Education

Helping teachers better prepare students for high-tech careers

[Read More](#)

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Classic View

LOS ANG



### Find a School

Los Angeles Unified educates and empowers all students as future leaders. Families can choose from neighborhood schools, magnets, dual language, charters and other educational options.

#### Explore. Discover. Attend.

- School Search
- Apply/Enroll
- School Directory



#### Academic Standards

- California Core State Standards
- College and Career Readiness
- Graduation Requirements
- Steps to a Diploma

#### School Types

- Charter
- Dual Language/Bilingual
- Educational Options
- International Baccalureate
- Linked Learning
- Magnet
- Pilot
- UCLA Collaborative
- More

#### Programs

- Beyond the Bell (Before and Afterschool Programs)
- Early Education Centers
- English Learners
- Foster Youth Achievement
- Gifted and Talented
- Homeless Education
- Magnets
- Summer School
- Transitional Kindergarten



can't find something?

Search



## School Directory

**Instructions:** Enter text in the text box below and/or select criteria in the pull-down menus (School Types, Local Districts, and Board Districts). You can select several values and click on the Done button at the top left of the menu.

To refine your search, enter text in the text box blank, leave all the pull-downs unselected, and click the Search button.

Click [here](#) for the following school lists: K-12 School Listing, New Schools, Charter Schools, and Local Districts.

Note: To find the school that your child will attend based on your home address, use the [Resident School Identifier](#).

**Search for a school (or schools) by entering text in the textbox and/or selecting boxes in the categories below then click the Search button:**

Q school name, school code, or zip code

Search

Reset

SCHOOL TYPES



LOCAL DISTRICTS



BOARD DISTRICTS



© Los Angeles Unified School District

333 South Beaudry Ave., Los Angeles, California 90017

Phone: (213) 241-1000

# School Directory

**Instructions:** Enter text in the text box below and/or select criteria in the pull-down menus (School Types, Local Districts, and Board Districts). You can select several values under each pull-down. To close a pull-down click on the Done button at the top left of the menu.

To return ALL school locations leave the search box blank, leave all the pull-downs unselected, and click the Search button.

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Next click "Search" button



**Search for a school(s) by entering text in the textbox and/or selecting boxes in the categories below then click the Search button:**

Search

Reset

SCHOOL TYPES

LOCAL DISTRICTS

BOARD DISTRICTS

2 Matches Found

Print Preview

School Name	Location Code	Cost Center Code	Address	Phone	Grades	School Type	Local District	Board District
<a href="#">William Howard Taft Charter High School</a>	8880	1888001	<a href="#">5461 WINNETKA AVE, WOODLAND HILLS, CA 91364</a>	818-227-3600	9-12	SENIOR HIGH (REGULAR SCHOOL)	Northwest	4
<a href="#">William Howard Taft Charter High School G/HG/HA STEAM Magnet</a>	7952	1888007	<a href="#">5461 WINNETKA AVE, WOODLAND HILLS, CA 91364</a>	818-227-3600	9-10	MAGNET CENTER ON REGULAR CAMPUS (SENIOR)	Northwest	4

# William Howard Taft Charter High School



## About Our School

Principal: STEINER, DANIEL J  
 Grades: 9-12  
 Location Code: 8880  
 Cost Center Code: 1888001  
 Local District: Northwest  
 Board District: 4  
 Board Member: Nick Melvoin  
[Detailed Information](#)

Address: 5461 WINNETKA AVE, WOODLAND HILLS, CA 91364  
 Telephone: 818-227-3600  
 Fax: 818-592-0877  
 Website: [www.lausd.k12.ca.us/Taft\\_HS](http://www.lausd.k12.ca.us/Taft_HS)

[link disclaimer](#)

## School Profile

The school calendar is: SINGLE-TRACK

Click "+ Single Plan for Student Achievement"

Click here and select your school to view Pedestrian Falls to School

- [+ Athletic Reports](#)
- [+ Student Discipline Data Reports](#)
- [+ Single Plan for Student Achievement](#)

## Performance Indicators

- [SARC](#)
- [CAASPP - CDE](#)
- [Data Summary Sheet](#)
- [School Experience Survey Reports](#)

## School Budget Report

- [+ School Spending Report](#)
- [+ School Budget Summary Report](#)
- [+ School Budget Development Report](#)

# William Howard Taft Charter High School



## About Our School

**Principal:** STEINER, DANIEL J  
**Grades:** 9-12  
**Location Code:** 8880  
**Cost Center Code:** 1888001  
**Local District:** Northwest  
**Community of Schools:** TAFT  
**Board District:** 4  
**Board Member:** Nick Melvoin  
[Detailed Information](#)

**Address:** 5461 WINNETKA AVE,  
WOODLAND HILLS, CA 91364  
**Telephone:** 818-227-3600  
**Fax:** 818-592-0877  
[All Legal Notices](#)  
**Website:**  
[www.lausd.k12.ca.us/Taft\\_HS](http://www.lausd.k12.ca.us/Taft_HS)

[link disclai...](#)

## School Profile

The school calendar is: SINGLE-TRACK

**Demographics** >

**Click here and select your school to view Pedestrian Routes to School** >

+ **Athletic Reports**

- **School Plan for Student Achievement**

select a fiscal year for SPSA:

2020-2021 ▾

**Go**

## Performance Indicators

+ **SARC**

CAASPP - CDE >

Data Summary Sheet >

School Experience Survey Reports >

+ **Accountability**

Then click  
"Go"



Los Angeles Unified School District

*School Plan for Student Achievement*

**Your school's 2020-2021 SPSA  
can be downloaded/saved or  
printed as a PDF file.**

**Once approved, the 2021-2022  
SPSA will also be available to  
download.**

2020-2021

Implementation

TAFT CHS (1888001)



**Superintendent  
Austin Beutner**

**Board Members**

Dr. George McKenna III

Mónica Garcia

Scott M. Schmerelson

Nick Melvoin

Jackie Goldberg

Kelly Gonez

Dr. Richard A. Vladovic

# Federal and State Education Programs

- <https://achieve.lausd.net/fsep>

The screenshot shows the Los Angeles Unified School District website. The header includes the district logo, navigation icons (home, calendar), and links for 'About Los Angeles Unified', 'Find a School', 'Offices', 'Classic View', 'Families', 'Employees', and 'Boards'. The main content area is titled 'Federal and State Education Programs' and includes a breadcrumb trail: 'Home > Intensive Support > Federal and State Education Programs > FSEP Home'. A dropdown menu for 'School Plan for Student Achievement (SPSA)' is open, listing options such as 'SPSA Tools & Resources', 'Online SPSA', 'Online SPSA Modification', 'State-Identified Schools', '2018-2019 TAS SPSA', 'SPSA Modification', 'Online SPSA Sandbox', 'SPSA FAQs', and 'Request for Schoolwide Program'. The main content area also features a 'Welcome to Federal and State Education Programs' section with a list of supported programs: Title I, Part A, Fiscal and Program Requirements; Federal Program Monitoring (FPM); School Plan for Student Achievement (SPSA); Schoolwide Programs (SWP); and Title I Equitable Participation in Private Schools. Below this is the 'FSEP Mission Statement' and sections for 'What's New & What's Due' and 'Upcoming Events'.

# Title I Contacts

Local District/Office	Contacts	Contact Number
Northwest	Lauren Soll, Title I Coordinator Cecilia Riquelme, Title I Coordinator	(818) 654-3600
Northeast	Sue Florindez, Title I Coordinator Anthony Karch, Title I Coordinator	(818) 252-5400
Central	Marty Barrios, Title I Coordinator Oscar Salas, Title I Coordinator	(213) 241-0126
East	Reyna Corral, Title I Coordinator Ileana Albert, Title I Coordinator	(323) 224-3100
South	Deborah Davidock, Title I Coordinator Mike Carey, Title I Coordinator	(310) 354-3400
West	Susan Jamerson, Title I Coordinator Celina Reynoso, Title I Coordinator	(310) 914-2100
Federal and State Education Programs	Karen Ryback, Executive Director  Gerardo Cervantes, Administrative Coordinator  Mohamed Tantawi, Plan Writing Coordinator  Angel Covarrubias, Compliance Specialist Jose Jarquin, FPM Specialist Hector Arancibia, Compliance Specialist	(213) 241-6990