

Los Angeles Unified School District
School Plan for Student Achievement

2019-2020

Implementation

DYMALLY SH (1766701)



Superintendent
Austin Beutner

Board Members

Mónica Garcia, Board President
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SCHOOL IDENTIFICATION

School Name: DYMALLY SH (1766701)

Local District: S

CDS Code	County		District					School					
	1	9	6	4	7	3	3	0	1	2	6	5	7

For additional information on our school programs contact the following:

Principal: BRADLEY, DARVINA B

E-mail address: darvina.bradley@lausd.net

SPSA Designee: HOBACK, PRECIOUS

Position: ADVSR, CTEGORCL PGM

E-mail address: pch9557@lausd.net

School Address: 8800 S SAN PEDRO ST, LOS ANGELES, CA 90003

School Telephone Number: 3235654600

Approved by Federal and State Education Programs with authority as delegated by the Board

I have reviewed the School Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

REGINALD SAMPLE



09/27/2019

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

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

Local District Superintendent or designee	REGINALD SAMPLE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>09/27/2019</u> <i>Signed Date</i>	
Local District EL Compliance Coordinator	ANA ESTEVEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>09/26/2019</u> <i>Signed Date</i>
Local District PACE Administrator	DEBORAH SIRIWARDENE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>09/18/2019</u> <i>Signed Date</i>
Local District Title I Coordinator	DEBORAH DAVIDOCK <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>09/19/2019</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *School Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan. **Signatures** are requested for those advisory committees/groups providing input in the development of this plan.

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/21/2019	Leticia Rucvalcabu

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

This school plan was adopted by the School Site Council on the following date:

03/26/2019

School plan approval appears in SSC Minutes.

Date

Attested:

Gina Gray



03/27/2019

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

BRADLEY, DARVINA B



03/29/2019

Typed name of school principal

E-Signature of School principal

Date

2019-2020 FUNDING ALLOCATED TO THIS SCHOOL

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System ("CARS"). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under "Other") may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

Federal Programs

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	472,605	70,730	
<input type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	7,073	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	34,064	0	
Total amount of categorical funds allocated to this school:	\$			513,742

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

NOTE: Allocations for Other Program do not transfer to Budget Summary Report

Allocation

District Mission Statement

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

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

Increasing English Language Development through implementation of the California English Language Development Standards

Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District's EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

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

The California Department of Education no longer requires that this goal be addressed in the LEA plan

Goal 5: All Students will Graduate from High School—100% Graduation

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
- Implementation of the California English Language Development Standards for English Learners
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument
 - Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
 - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data in all subject areas. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English Learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated Designated and Integrated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners.

Strong classroom management as outlined in the District's Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

The vision of Mervyn M. Dymally High School is that every student will graduate prepared for the future, by acquiring 21st century skills that include communication, collaboration, critical thinking and creativity with a goal to become productive members of the local and global community.

School Mission

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

Mervyn M. Dymally Challengers have the energy, enthusiasm, and rich cultures that provide for individuals who will "CHALLENGE" themselves but this is not enough. At MDHS we know that we need to choose our paths wisely and provide for meaningful experiences for our students, parents, and faculty. Our schoolwide learning goals, aligned to our vision, help support the crafting of a positive and productive instructional school culture.

All members of Mervyn M. Dymally High School will collaborate to prepare learners to be productive and ethical individuals empowered by a quality standards-based education in order to contribute to local and global communities.

It is our mission to provide excellent teaching through an eclectic approach with an emphasis on literacy and sciences. Our school community will promote critical thinking and problem solving while connecting with our students' current lives and cultural and linguistic roots. Our students will graduate as 21st Century thinkers who will carry their intellectual curiosity into college and the career. We will create this community of learners through purposeful structure, research and evidence-based teaching methodology that incorporates technology and literacy, and high standards for ourselves as professionals as well as for the students we teach.

It is our vision that all students of Mervyn M. Dymally Academy for Multilingual Arts and Sciences High School will successfully complete high school and graduate career-ready and college prepared in order to become productive members of the local and global community. All students will become architects of their own learning through differentiation of instruction, their approaches to learning, and by investigating the global society in which we live.

- All students will be critical thinkers and problem solvers
- All students will be effective communicators
- All students will be prepared for college, career and life
- All students will use technology as an effective resource for all of the above

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

Mervyn M. Dymally High School (MDHS) was opened in 2012 with grades 9th – 11th to relieve the overcrowded Fremont High School located approximately one mile to the north of MDHS. The community of MDHS is impacted by the surrounding community which has changed over time. Though once a thriving business community during the 1920's in which working families were employed at one of many Los Angeles factories that inhabited the area, it has now become an industry barren community with a high poverty rate. As time and available employment changed, South Los Angeles demographics changed, and population increased. According to the City Data for the City of Los Angeles, the population has increased 7 times from the 1920's to now. In the 90003 zip code, population was about 66,000 in 2016 with an estimated increase to 72, 000 by 2018, according to the U.S. Census. City Data indicates that 12% of the population with in the 90003 zip code are unemployed. The average adjusted gross income is \$23, 433, 32.7% of residents have income below the poverty level in 2016, 4699 households received Food Stamp or Snap Benefits in the past 12 months and 72% of residents are renters. Demographics show that 74.9 % of residents are Hispanic, 24% African American and 1% other or unknown. In respective to education levels, 46.1% of the population have less than a High School diploma, 47.9% have a high school diploma and some college, 5% have earned a bachelor's degree and <1% have earned a graduate or professional degree.

MDHS is located in an area now known as South Los Angeles. The area surrounding the school has been labeled by reporters as “The Zone”, a description of the high level of unsolved murders per square foot in this area (Levy 2004). There have been 105 people killed within a mile over the last five years, the highest number surrounding any public high school in the county of Los Angeles (LA Times, 2019). In spite of the dangerous environment in which the school is located, overall MDHS is a safe haven for its students. The school's surrounding community has endured its various problems with violence, but most students feel safe on campus and seek it as a haven from the violence that permeates the neighborhood. According to Dymallys' school police officers, the school is a safe and warm place for students to learn and does not have the same tumultuous spouts of violence that the other high schools located in the “Zone” experience.

Mervyn M. Dymally High School (also known as The Academy for Multilingual Arts & Sciences (AMAS) built in South Los Angeles to reduce the over-crowding of neighboring schools, the nearest being Fremont High School which had a population of over 4,000 during the 2012-2013 school year. Although initially built to reduce the overcrowding at Fremont High School, LAUSD developed the Fremont Zone of Choice --this is where students in a certain geographic area can choose which school they wish to attend. This policy has led many students to come over from Locke Charter High School, located 20 blocks to the south of Dymally HS.

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

Mervyn Dymally High School consists of grades 9 - 12.

3. Indicate student enrollment figures:

The student population of Mervyn Dymally is 697 students. The grade level breakdown is as follows:
 9th Grade - 206 students
 10th Grade -206 students
 11th Grade -153 students
 12th Grade-132 students

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

91% of Dymally's student body qualify for Free and/or Reduced Lunch.

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

The language classification composition of Mervyn Dymally is as follows:
 English Only (EO) - 28.8%
 Initial Fluent English Proficient (IFEP) - 5.3%
 Limited English Proficient (LEP) - 27.4%
 Reclassified Fluent English Proficient - 37.9

The demographic composition of Mervyn Dymally is as follows:
 Latino - 76.8%
 African American - 22.2%
 White - 0.7%
 Asian - 0.3%

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

When messaging families, Dymally will use the school's Blackboard Connect to provide translation for Spanish speaking families. During parent meetings and workshops, Dymally will seek support from the LAUSD Translation Unit to provide translation equipment and /or technology. Additionally, Dymally staff will use to translate information to parents.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

<input checked="" type="checkbox"/>	Title I Schoolwide Program (SWP)
<input type="checkbox"/>	Title I Targeted Assistance School (TAS)
<input checked="" type="checkbox"/>	Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input type="checkbox"/>	Extended School-Based Management Model (ESBMM)
<input type="checkbox"/>	Local Initiative School (LIS)
<input type="checkbox"/>	Pilot School
<input checked="" type="checkbox"/>	Public School Choice (PSC)
<input type="checkbox"/>	Partnership for Los Angeles Schools (PLAS)
<input type="checkbox"/>	L.A.'s Promise
<input type="checkbox"/>	Professional Learning Community (PLC)
<input type="checkbox"/>	Small Learning Community (SLC)

Other important characteristics of the school:

Presently, the campus consists of three schools, a charter middle school with 400 students, MDHS Biomedical & Research Science Magnet and the main Dymally school with approximately 700 students. As we continue to experience student growth, we are still considered a "small school" relative to the comprehensive sites which consist of approximately 2,500 students. Although our site is designed to hold 2,000 students, we presently (amongst the three sites) have approximately 1,100 students, leaving room for the growth of an additional 900 students.

LAUSD School Review Process Recommendations

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

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

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

WASC Recommendations:

1. The student leadership needs to have independent budget autonomy and decision-making capacity to create school activities, fundraisers, and monitoring of expenses with guidance from the advisor.
2. Create a systematic approach that includes all stakeholders (Parents, Students, Teachers, Community Members, Classified staff, and Administration) in a shared decision making process for the continuous review and improvement of SPSA, WASC, SSC and Vision and Mission statements that drive student achievement.
3. Continue to develop a formalized delivery system of counseling services (what all students get, responsive services, and interventions) including a transition plan needed for the counseling and college center in preparation for the upcoming expiration of the GEAR UP program.
4. Create a plan for the systematic monitoring, data review, and reflection of instructional practices and assessments with PLCs to promote student success across all curricular areas.
5. Institute a formal multi-tiered system of support for students needs and interventions in the areas of behavior, attendance, socio-emotional needs, and academic and career guidance.

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	<p>Early during the school year the committee had several discussions about the progress of the previous year's SPSA goals. Upon looking at data such as graduation rate, students on track to graduate, SBAC scores, reclassification data, data from Interim Assessment Blocks, PSAT data, etc., we were able to evaluate what was successful and what other modifications were needed for the current school year. Throughout the year, during the SSC meetings, student data and budgetary updates were shared with the committee to determine if the funds were being utilized in the best ways to optimize the academic success of our Title 1 students. There were modifications that the committee deemed necessary to support increased academic success. At that point, the SPSA was revised and budget modifications were made. Some of the modifications that were made during the school year were: allotting more money to purchase instructional materials and college field trips, and allotting funds to purchase technology to implement computer based intervention programs.</p> <p>Based on current school data, the ILT created suggested academic goals to focus upon for the next school year. The suggested goals were shared with the SSC, along with supporting data. Time was given for members to discuss each of the goals, as well as, the suggested activities and strategies for the objective areas. Members of the committee discussed each suggested strategy, in detail, to help determine its value for Title 1 budgeting for the 2019-20 school year. The input and feedback that was given was taken into consideration when creating the Needs Assessment. This is an on-going process.</p> <p>The results from the Needs Assessment were shared with the committee. This information helped the committee determine what to budget for the 2019-20 school year.</p> <p>During the next SSC meeting, the SPSA goal pages and charts were presented for each budget (Title 1, Parent Involvement, Title III and CSI) indicating the items to be budgeted for each categorical program. The committee members were given time to review the charts, as the CPA explained the items in more detail as it was written and explained in the SPSA goal pages. There was time given for final discussion and questions to be answered. SSC members accepted and approved the 2019-2020 SPSA plan and categorical budgets with an unanimous voted as presented.</p>	08/21/2018, 11/13/2018, 08/28/2018, 12/11/2018, 09/11/2018, 02/12/2019, 10/09/2018, 02/26/2019
<input checked="" type="checkbox"/> English Learner Advisory Committee	<p>During an ELAC meeting, the following data was shared: most recent reclassification rate for Dymally SH, ELPAC scores and overall annual progress, ELA and ELD grades for EL students, math grades for EL students, and EL student attendance data.</p> <p>After reviewing each data set, ELAC members discussed the supports that are needed to improve performance. The suggestions and recommendations of ELAC were then submitted to the SSC.</p>	08/21/2018, 11/26/2018, 08/30/2018, 12/10/2018, 09/20/2018, 02/11/2019, 10/15/2018, 03/11/2019

<input checked="" type="checkbox"/> Departments	<p>Staff were grouped by department, provided data to disaggregate and based on student need, each department listed key findings to support student achievement. Based on key findings, departments created specific goals to address LCAP priorities. Staff shared findings and were given time to discuss the goals and the strategies/activities that were noted for the various goals. Staff provided input and feedback regarding the suggested goals. These were then submitted to the CPA. Taking into consideration the feedback and input that was given, a Needs Assessment was created, in which all stakeholders had the opportunity to participate.</p>	<p>12/12/2018, 11/14/2018, 02/13/2019, 02/27/2019, 03/13/2019</p>
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**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

100% GRADUATION AND BEYOND

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

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

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

According to LAUSD FOCUS Reporting & Dashboards for Graduation Progress, data indicates the following information for each graduating class at Dymally High School:

Graduating Class of 2019

On Track to Graduate = 83%
 Tier 1 (missing 1 – 2 courses) = 10%
 Tier 2 (missing 3 - 4 courses) = 0.89%
 Tier 3 (missing 5 or more courses) = 6%

Graduating Class of 2020

On Track to Graduate = 41%
 Tier 1 (missing 1 – 2 courses) = 25%
 Tier 2 (missing 3 - 4 courses) = 17%
 Tier 3 (missing 5 or more courses) = 17%

Graduating Class of 2021

On Track to Graduate = 40%
 Tier 1 (missing 1 – 2 courses) = 26%
 Tier 2 (missing 3 - 4 courses) = 16%
 Tier 3 (missing 5 or more courses) = 18%

Graduating Class of 2022

On Track to Graduate = 61%
 Tier 1 (missing 1 – 2 courses) = 31%
 Tier 2 (missing 3 - 4 courses) = 3%
 Tier 3 (missing 5 or more courses) = 5%

Graduating class of 2019 has 73% of students on track to meeting all academic requirements to graduate with a LAUSD diploma. Class of 2019 has 83% of students earning a "D" or Better in A-G course.

There is 30% of all students that have earned a "C" or better in their A-G courses.

According to the 2018 California Dashboard for Graduation Rates, our Graduation rates have declined by 6% from 82.7% to 76.6%, placing our school on the orange indicator. Our English Learner subgroups have declined by 5.3% placing that subgroup on the red indicator with only 60.5 % of English Learners graduating.

According to the 2019 California Dashboard for College/ Career, our College / Career rates have declined by 5% from 20.9% to 15.9%, placing our school on the orange indicator. Our English Learner subgroups have increased by 2% from 2.7% to 4.7%. Our Hispanic subgroup have declined by 7.6% from 23.3% to 15.7% and our Socioeconomically Disadvantaged subgroup have declined by 5.9% from 21.6% to 15.7%

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

Students struggle in meeting English and Mathematics Common Core Standards. As students enter into 9th grade, department diagnosis testing indicates that our students are not on grade level and have deficiencies in their foundational skills in the areas of reading, writing, and calculations. According to our technology survey, only 52% of our students have instructional devices (i.e. computers and laptops) in their homes. According to the School Experience Survey only 77% of students have internet access. In addition, students' attendance and high transiency impacts the success of students completing academic courses. Attendance data from LAUSD Mydata indicates that the graduation class of 2019, 2020, 2021, 2022 are 44.9%, 51.8%, 52.5% and 46% less than basic, respectively. Attendance records and course grades have shown a direct correlation to student success outcomes.

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

Dymally has implemented multiple strategies to reach the 100% graduation goal. Students had the opportunity to participate in tutoring for all subjects both Fall and Spring semesters to provide intervention support to assist with student success in passing courses. Students had the opportunity to enroll in credit recovery (Edgenuity and Fall semester courses offered in Spring). Level Up is a 9th grade intervention program designed to assist and build foundational skills. Dymally's counseling team conducted additional individual Graduation Plan review sessions with parents and students. At risk students received 20% more counseling services. An A- G counselor provided additional support to assist Tier 2 & 3 students to obtain on track status.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, 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

N/A

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

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

By June 2020, the percent of Tier 3 students in the graduating class of 2020 will decrease by 6% from 17% to 11%.

By June 2020, the percent of Tier 3 students in the graduating class of 2021 will decrease by 6% from 18% to 12%.

By June 2020, the percent of Tier 3 students in the graduating class of 2022 will to decrease by 5% from 5% to 0%.

By June 2020, the percent of students on track to graduate in the class of 2023 will result in 67% or higher.

By the 2019 CA Dashboard, the graduation rates for all students and our English Learners indicated on the 2018 California Dashboard will increase by 5% from 76.6% to 81.6% and 60.5 %to 65.5%.

By the 2019 CA Dashboard, the college/ career readiness for all students indicated on the 2018 California Dashboard will increase by 5% from 15.9 % to 20.9%.

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

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development		Academic : 100% Graduation								
Strategies										
Strategies, Actions and Tasks						Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
A-G and Academic Counselors will monitor the progress of at risk students' meeting their A-G requirements through grades, assessments, performance on computer based supplemental programs, and teacher feedback to assess the needs of students. As a result of data analysis, A-G and Academic Counselors will research and seek out intervention programs that will support the increased achievement of struggling students in core academic areas. Focused data analysis and monitoring will also be done to determine how to best support the language development of our English Learners so they are able to be successful in integrated courses. Counselors will revise plans for the upcoming school year on how to address at risk students academic needs based of new findings.						08/12/2019 06/30/2020	Principal /Administrator will monitor the activities and duties of the A-G Counselor and Academic Counselors. Implementation and quality of instruction will be monitored, and student achievement data such as completion of all academic requirements , college and career readiness est completion rate and academic progress on grades and assessments will be reviewed and monitored to determine effectiveness.			
Categorical Program Adviser(CPA) will assist in providing professional development in mastery grading, depth of knowledge and discussing techniques. The CPA will work with other instructional leaders to devise plans (assessment plans, lesson plans, and intervention plans) that will be implemented to supplement our core academic program to increase the achievement of at risk students. The Categorical Program Advisor will use data from the implemented plans to drive intervention programs for at risk students Progress monitoring will be done on a consistent basis, and CPA will modify plans as needed according to new findings within student data. Categorical Program Advisor will provide professional development						07/01/2019 06/30/2020 New	Principal will monitor the activities and duties of the CPA, the quality of instructional planning will be be monitored through student achievement such as academic progress, grade distribution and student engagement.			
Academic Counselors will present to ELD students regarding graduation and A-G requirements.Counselors will provide one on one counseling meeting each fall with long term EL students. Counselors will provide more students with freshman support and early intervention.						08/19/2019 06/12/2020 New	Administrators will monitor the presentation delivery progress by ELD sign in sheets and measure the effectiveness by ELD students experience surveys. Administrators will monitor the freshman supports and interventions by the increase of success of 9th grade student in their A-G course work,.			
To support 100% graduation rate, Administration & Counselors will provide professional development during PD time to teachers regarding: - A-G Requirements - Developing a College and Career mindset/classroom environment strategies - Analyzing student data to identify students at risk of not passing A-G courses - Monitoring student progress regularly and proactively						08/19/2019 06/12/2020 New	Administration will monitor the Professional Development effectiveness by the observation of growth mindsets PD discuss, PD activities and review student data.			
Budget										
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %		
CE-ESSA T1 Schools(7S046)	1000	117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	30441313	N/A	117361	122,487	1.00	100		
CE-ESSA T1 Schools(7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	1,550	0.00	100		
Focus Area: Effective Classroom Instruction		Academic : 100% Graduation								

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Class presentations focusing on the 4 levels of higher educations. Provide students with opportunities for internship. Provide students credit recovery opportunities as well as dual enrollment in college courses.	08/19/2019 06/12/2020 New	Administrators will monitor and determine effectiveness through on track graduation rates, grade distribution and college/career readiness.
Faculty in all disciplines will follow specific protocols and procedures for each of their classes: —Prepare clearly organized lesson plans with learning objectives identified —Welcome students individually as they enter the classroom —Begin instruction prior to or immediately after the bell rings —Introduce the lesson goals to students and provide a Do Now/Dispatch that readies students for instruction —Pace lesson, using a variety of teaching strategies (small group work, discussion, oral and written presentation, students' responding to peers and raising questions), to engage students directly —Ensure that all students write/compute, read, and speak during every class period —Use frequent checks for understanding—written and oral— during the class period to assess individual student comprehension and questions —Require an exit ticket (written) of every student before the class ends -Integrate technology to prepare students for 21st century skills	08/16/2019 01/10/2020 New	Administrators will observe classrooms regularly, provide written feedback to faculty, conference individually with faculty, and evaluate faculty performance based on the criteria for effective classroom instruction.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Curricular Trips: Curricular trips will allow SEL, Low Income, English Learners, and Foster Youth to apply content that has been learned in classroom to the outside world. The field trips will enhance students' learning experience and allow students to make a concrete connection between the classroom and the real world. Curricular trips will also serve as a motivational strategy to increase student engagement in the various content areas. Participation in field trips will cater to the academic achievement of Targeted School Population and proficiency for all. The following curricular trips will be planned for students: - SciFest - Colleges/Universities (Various Cal States, Various UC's, various Community Colleges and Trade Schools other local college / university campuses) - Ca Science Center - Long Beach Aquarium - Hospitals - Cabrillo Beach - Science Fun Day- Amusement Park - Film Festivals	08/19/2019 06/12/2020	Administrations will review field trip request before approval and ensure they are aligned to the unit of study. Effectiveness will be measured by increased college awareness and the increased percentage of college bound students.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>A-G and Academic Counselors will monitor the progress of at risk students' meeting their A-G requirements through grades, assessments, performance on computer based supplemental programs, and teacher feedback to assess the needs of students. As a result of data analysis, A-G Counselor and Academic Counselors will research and seek out intervention programs that will support the increased achievement of struggling students in core academic areas. Focused data analysis and monitoring will also be done to determine how to best support the language development of our English Learners so they are able to be successful in integrated courses..</p> <p>Academic and College Counselors will recommend dual enrollment courses to students that have demonstrated proficiency with a score of 'met or exceed' on SBAC Assessment in the 8th grade,</p>	<p>08/19/2019 06/30/2020 New</p>	<p>Principal will monitor the activities and duties of the Counselors. Use of intervention programs will be monitored, and quality of implementation, as well as student achievement data will be reviewed to measure effectiveness.</p>
<p>In order to support our at risk students to meet graduation requirements, Dymally will host Edgenuity classes for students outside of the regular school day. Edgenuity classes will provide students the opportunity to enroll in online courses to earn credits for courses in which they did not complete successfully. A credentialed teacher will facilitate these classes for students.</p>	<p>08/19/2019 06/30/2020 New</p>	<p>Administration will monitor the use of the Edgenuity program, and the effectiveness will be measured by the amount of student participation and their successful completion of courses, as well as the increased rate of students on track to graduate.</p>
<p>Teachers will provide tutoring for students struggling in core subjects, as well as for English Learners to receive more individualized and small group scaffolded instruction with focused language support. In order to support students in meeting academic standards, tutoring will be available after the school day to provide strategic support to students in danger of not meeting graduation requirements. Tutoring will focus on ELA, Math, Science and Social Studies and begin after the 5 week report grades (Fall and Spring) three times a week for 13 - 15 weeks.</p>	<p>08/19/2019 06/30/2020 New</p>	<p>The principal and CPA and TSP Adviser will monitor the implementation of after school tutoring through sign-in sheets and the effectiveness will be measured by the increased achievements of students' grades and increased percent of students on track to graduate. Student achievement data will be reviewed and monitored to determine effectiveness.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : 100% Graduation*
***Required if any Focus Area above is addressed.**

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Secondary Counselor/College Counselor will provide opportunities for parents and families of at risk students to be informed about ways to ensure students graduate on time by doing the following: - Maintain consistent contact with parents to notify them of students' ongoing progress towards graduation - Assist in coordinating workshops to educate parents of at risk and low performing students about ways to help improve their child's reading and overall English performance. - Assist in facilitating workshops for parents of at risk youth during the regular school day/ afterschool/ Saturdays, to help support their child to be college and career ready: - Inform parents of the Importance of Daily Attendance and how attendance plays a crucial role in the achievement of low performing students - Educate parents on the A-G Requirements and graduation requirements through parent workshops- (Changing Graduation Requirements)- Work with students and parents to assist in the smooth transition to high school - Participate in SSPT meetings to provide the best support from all stakeholders of the school including parents of at risk and low performing student - Provide students and parents with information on educational and career opportunities and choices, - Assist in connecting parents and students with school and community programs and resources that identify and work with students who are neglected, delinquent, and potential school dropouts and assists those who have dropped out of school in finding academic or training programs appropriate to their interests and abilities.</p>	<p>07/01/2019 06/30/2020</p>	<p>Principal and APSCS of Dymally will monitor the duties of the Secondary Counselor.College Counselor and effectiveness will be measured by parent feedback on the School Experience Survey.</p>
<p>To help ensure that we support our at risk students to meet graduation requirements, Dymally will partner with parents to keep them up to date about information as it relates to graduation. The counseling office will do the following: host informational meetings related to graduation requirements at least once in the Fall and once in the Spring, council parents regarding student's Individualized Graduation Progress (IGP), maintain up to date and accurate student records of academic progress for parents to review, consistently monitor the progress of at risk students, prepare a variety of outgoing correspondence for parents as it relates to progress towards graduation, and provide resources and materials for parents to be able to support their child in meeting graduation requirements.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Principal and APSCS will monitor the duties of the counseling staff. Effectiveness will be measured by increased awareness that parents have regarding graduation requirements and information from the school experience survey as well as monitor student's individual progress towards graduation.</p>
<p>MDHS will provide extended hours of service to parents to engage in innovative hands on programs and technology workshops to teach parents what they need to know to help their students plan for college and for a career.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Administration will monitor the effectiveness of extended hours and technology by the increase awareness of technical skills and knowledge needed to help their children succeed in school and plan for higher education and through evaluation survey conduct after each session or series of sessions.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

1. List key findings related to English Language Arts 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

During the 2017-18 school year, 119 11th grade students participated in the Smarter Balanced Assessment in English Language Arts. The students were assessed in the areas of listening, reading, writing and research and inquiry. The results indicated:

4% of students exceeded standards
16% of students met standards
27% of students nearly met standards
53% of students did not meet standards

SBAC Claim data:

Reading - 7% above, 39% near, 55 below standard
Writing - 5% above, 34% near, 61 below standard
Speaking & Listening - 8% above, 56% near, 36 below standard
Research & Inquiry - 11% above, 39% near, 50 below standard

The 2018 California Dashboard indicates our English Language Arts rates are 92.5 point below standard, a decline of 42.9 from prior year. English Learner students scored 160.8 points below standard, a decline in 41 points. Hispanic Students scored 80.8 points below standard, a decline of 29.7 points. Socioeconomically Disadvantage students scored 91.5 points below standard, a decline of 42 points.

During the 2018-19

184 students were administered an Interim Assessment Block (IAB) focusing on Read Informational Text. Scores are as followed:

0% - students scored "Above standard"
46% - students scored "Near standard"
54% - students scored "Below standard"

148 students were administered an Interim Assessment Block (IAB) focusing on Read Literary Text. Scores are as followed:

0% - students scored "Above standard"
42% - students scored "Near standard"
58% - students scored "Below standard"

340 students were administered an Interim Assessment Block (IAB) focusing on Revision. Scores are as followed:

2% - students scored "Above standard"
30% - students scored "Near standard"
68% - students scored "Below standard"

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

Students struggle in English Language Arts due to various factors, such as:

Social/emotional/trauma needs of the students rarely gets addressed and should be first and foremost. When students have emotional trauma without therapy or positive outlets it affects their whole world especially academically and with their behavior.

Limited academic language and vocabulary is an obvious need for improvement. Students will not understand basic concepts, especially in their core classes where each discipline has its own language. Without exposure, understanding and familiarity of academic language and vocabulary, there will be difficulty to pass those classes and when it comes to state testing students will not understand the questions.

Academic deficiency gaps at our school occurs when students enroll and are already behind with basic skills. Without intervention, a motivated work ethic from the student and parental support, the academic gaps widen because it forces the student to work twice as hard to play catch up while maintaining passing grades in their current classes which they may lack the knowledge to succeed.

Access to technology outside of school is limited due to the community's lower-socioeconomic status. These students and their families lack the resources to purchase technology for home use. Libraries are limited in our communities and because of the violence factor in our area, students are hesitant to travel outside of their immediate areas for resources.

Lack of Motivation comes from a combination of unresolved social emotional issues, limited academic language and vocabulary skills, lack of resources, it's difficult to stay motivated even when they want to be. Without mentors or a diverse curriculum which relates to their reality, students are disengaged. They are distracted by hunger of basic needs which academics cannot immediately resolve. They are experiencing adult issues and trying to resolve them with a child's mind. Their motivation is either stifled or focused elsewhere.

Significant English Learners make up close to 30% of Dymally's population. Our common goals are have these students reclassified, but until then the EL's also fall into the category of limited academic language and vocabulary. These same students are state tested and chances of scoring well is scarce to none. Their scores has an impact on our overall performance data.

- Substantial Standard English Learner Population and their impact are data driven. Our ELA instructors gave formative assessments to the incoming 9th graders in the beginning of the semester. From the results of the formative assessments, data shows that the skills are lower with our incoming freshman than they've been the previous years.

The underlying issues within the reading skills, language barriers, comprehending, analyzing text, and writing at the high school level are extremely challenging. We're obligated to teach their common core grade level requirements, but their skill level are far below basic. Most of the students share the similar community characteristics such as the social emotional, lack of exposure to academic language and vocabulary, limited resources in technology and lack of motivation which all attributes to the academic deficiency gaps which we are experiencing.

Students require guided practice in reading and citing textual evidence to support claims. Reading comprehension to be supported and elevated at all grade levels. Literary discussions in small and whole group must be practiced using a rich variety of novels/literature in the classroom.

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

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, 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

As a school, Dymally will focus on professional development (such as engagement strategies to increase student motivation), develop Professional Learning Communities to share best practices, implement school wide strategies to increase student achievement including targeted vocabulary and writing instruction, increase exposure to various text, provide computer lab access beyond the school day, additional exposure to testing formats, and opportunities for Tutoring/Edgenuity/Summer Bridge/ Level Up.

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

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

By June 2020, the percent of students "Meeting" and "Exceeding" standards as measured by the SBAC ELA Assessment will increase by 3% from 20% to 23%.

By June 2020, 9th, 10th, and 12th grade students scoring Below Standards on the IAB focusing on Read Informational Text will decrease by 5% from 54% to 49%.

By June 2020, 9th, 10th, and 12th grade students scoring Below Standards on the IAB focusing on Read Literary Text will decrease by 5% from 58% to 53%.

By June 2020, 9th, 10th, and 12th grade students scoring Below Standards on the IAB focusing on Revision will decrease by 5% from 68% to 63%.

The 2018 California Dashboard indicates our English Language Arts rates are 92.5 points below standard, a decline of 42.9 from prior year, placing all students in the red. To show improvement from red to orange by the 2019 CA Dashboard, rates will decrease by 3 points from 92.5 to 89.5 for all students below standard.

The 2018 California Dashboard indicates our English Language Arts for English Learners rates are 160.8 points below standard, a decline of 41 points from prior year, placing English Learners in the red. To show improve from red to orange, by 2019, the CA Dashboard, rates will increase by 3 points to 157.8 points for English Learners.

The 2018 California Dashboard indicates our English Language Arts for Hispanic student group rates are 80.8 points below standard, a decline of 29.7 points from prior year, placing Hispanic student group in the red. To show improvement from red to orange by 2019, the 2019 CA Dashboard rates will increase by 3 points to 77.8 points for Hispanic student group.

The 2018 California Dashboard for indicates our English Language Arts for Socioeconomically Disadvantaged rates are 91.5 points below standard, a decline of 42 points from prior year, placing Socioeconomically Disadvantaged student group in the red. To show improvement from red to orange by 2019, the 2019 CA Dashboard, rates will increase by 3 points to 88.5 points for Socioeconomically Disadvantaged.

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

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
EL Coordinator will analyze data to assist teachers with improving their instruction by providing PD to support Master Plan program implementation for EL's, EL Coordinator will collaborate with school staff to ensure that PD plans and intervention services are aligned to the SPSA, and provide English Language Literacy strategies to school staff to improve and implement high quality Integrated ELD and literacy strategies and instructions for EL's	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness through classroom observation, reviewing student achievement data, and professional development evaluation from teachers.
ELA Coach will provide instructional support to teachers in the areas of Professional Development, Data Analysis , Lesson Planning and Lesson Demonstrations. ELA Coach will analyze data to assist teachers with improving their instruction, provide PD to support all students, collaborate with school staff to ensure that PD plans and intervention services are aligned to the SPSA and provide English Language Literacy strategies to school staff to improve and implement high quality literacy strategies. PD will be provide in the areas of mastery learning, pre & post assessments, Depth of Knowledge, Engagement Strategies and discussion techniques with a focus writing, reading comprehension, speaking and listening and critical thinking. This type of PD benefits students and teachers. Students will master basics that will improve their overall skills and raise their test scores. Teachers improve their pedagogy by reducing the amount of common core expectations and workload. ELA Coach will plan and conduct peer observation with the department to observe and model best practices and new innovation strategies by the participation in the observation cycle.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness through classroom observation, reviewing student achievement data, and professional development evaluation from teachers. Professional Development will be measured by teacher feedback evaluation and the implementation of strategies.
Dymally will focus on professional development (engagement strategies), Professional Learning Communities to share best practices. A best practice we can use is a PD on classroom strategies for discussion to capture student attention. Examples are: Partner responses, choral responses, communicative language functions and sentence frames/sentence starters. These best practices are engagement scaffolding	07/01/2019 06/05/2020 New	Administrators, ELA Coach, and ELA Teachers will monitor the implementation and effectiveness
Title III Coach will conduct professional development (school wide and by department during and/or beyond the school day) on incorporating ELD Learning Standards in lesson planning and classroom instruction to ensure EL academic success and on-track to graduate status. Our Title III Coach will conduct training to address EL data, reclassification benchmarks, testing schedules and EL program instructional norms for all staff members. Our Title III Coach will monitor and guide EL Support team members in team building professional developments to build positive collegiality. In addition the Title III Coach will work with support staff to calendar and chair monthly meetings with EL Support Team (CPA, Community Representatives, EL Teachers, Counselors, PSA, and TSP) to evaluate the EL program to assess programs and address needs.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness through classroom observation, reviewing student achievement data, and professional development evaluation from teachers. Professional Development will be measured by teacher feedback evaluation and the implementation of strategies.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10246 - DIFF INSTL COACH SEC	N/A	N/A	10246	931		100
CE-ESSA T1 Schools(7S046)	1000	13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	30451759	N/A	13297	60,998	1.00	50

Focus Area: Effective Classroom Instruction *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Supplemental Instructional Material will provide support to the core instructional program for at risk students. The supplemental material will feature a variety of multicultural reading, writing and discussion material which engages students as opposed to the out of date material that students find difficult to relate to. Materials will be purchased to support ELA , Math and Integrated ELD.	07/01/2019 06/30/2020	Administration will CPA will monitor implementation of SIM in ELA instruction and monitor student achievement data.
Teachers will use Thinking Maps to help support integrated ELD. Different types of Thinking Maps will be utilized to teach ELA content, as well as differentiate instruction.	07/01/2019 06/30/2020	Administrators and ELA Coach will observe the implementation of Thinking Maps being used in integrated ELD classes to determine effectiveness.
A class size reduction teacher is needed to reduce class size and teacher to student ratio to increase student achievement. With reduced class sizes, teachers can teach instead of warehousing. Meaning that teachers can take the time to walk students through objectives of the lesson plans for mastery learning. They can give an assignment, grade it and give helpful feedback so the student can help themselves. With smaller class sizes a learning environment exists and reduces the workload of the teacher dramatically and there are less distractions to interrupt the learning process.	08/19/2019 06/30/2020 New	Administrators and Instructional Coach will conduct classroom observations using a common school based rubric to monitor the progress and effectiveness of the CSR teacher through classroom instruction observation and reviewing student achievement data.
Teachers will use strategies to improve effective classroom instruction with the use of the following interactive programs: CommonLit; Article of the Week; Newsela; TweenTribune; Google News Archive, DOGO, Flocabulary, Pear Deck. These programs also exposes the students to relevant current events with topics they can relate to with the use of technology. Students find it difficult to learn when the pedagogy of their teachers are outdated, textbook driven, direct instruction; lectures. The youth depend on technology in ways earlier generations cannot fully understand. Not saying that we do away from those traditional methods, but to reach this generation, we have to meet them where they are at.	08/19/2019 06/30/2020 New	Administrators, ELA Coach, and ELA teachers will monitor the progress through data driven results such as test scores and grades.
Teachers will be supported by strategies that sustain the use of academic language, strategic classroom grouping, questioning strategies, feedback to students, use of graphic organizers, and incorporation of technology. Conduct classroom observations using cognitive coaching conversations to provide constructive feedback to teachers' practice in instructing EL students.	08/19/2019 06/30/2020 New	Instructional Coach, CPA and Administration will conduct and measure the effectiveness of classroom observations, student work and grades by reviewing data from observations, student work and grades. Progress reports grade verification marks will also be reviewed to monitor grading practices. Effectiveness of the strategies will be measured by growth in students' grades, and in student work that demonstrate progress in their reading, writing, speaking and listening abilities.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30451767	N/A	13641	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	1,496		100

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

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CPA will monitor and provide support for at risk students not meeting ELA core subjects A-G requirements through grades, assessments performance on computer based supplemental programs, and teacher feedback. As a result of data analysis, CPA will research and seek out intervention programs that will support the increased achievement of struggling students in ELA. Data pertinent to EL students, such as lexile levels , proficiency levels in reading, writing, listening and speaking as deemed by the ELPAC, and course grades will be analyzed to determine the most appropriate intervention supports to improve language skills. The CPA will monitor the progress of students on a consistent basis. Our universal school wide strategies, targeted vocabulary and writing instruction, exposure to various text, computer lab access beyond the school day, exposure to testing formats, and Tutoring/Edgenuity/Summer Bridge/ Level Up. These interventions are used for formative assessments, credit recovery, class placement, collaborative grouping in classrooms and interim testing. We can monitor the students progress or digression from data results.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.
Measurable Academic Progress (MAPS) will be implemented to give academic analysis of students achievement. Diagnostic Testing will administrated 4 time a year, at the beginning, and middle of each semester. The data will tell us what the are the measurable skills of the students. With the data, the students can be placed correctly in classes. This also lets us know if the student needs intervention. Teachers will use the online data base to create purposeful grouping, and to drive instructions. Teachers will also know exactly what the student needs to learn and what their strengths are.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.
Tutoring program is an intervention to assist students who are having difficulty in their core classes. The tutoring is after school and gives the student one on one attention that they may not receive in their classroom settings.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.
Edgenuity is our credit recovery program for students who have failed a class previously and need to repeat it. It's also for students who for various reasons was never enrolled in a class that is an A-G requirement necessary for graduation. Students work on their own pace to complete the assignments pre-designed by the system.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.
Level Up is a tutoring program which targets Dymally's 9th graders who lack basic skills in math and English. The program is after school and gives students the opportunity to grasp needed concepts and also tutors them in their current classes. The minimum goal is to have the students reach grade level performance.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.
Summer bridge will acclimate incoming 9th graders at Dymally which will make the transition matriculating from middle school to high school easier. Students will take classes to raise their basic skills and familiarize themselves with the school's expectations and resources before the fall semester begins.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.
Computer access is available as we have a new computer lab at Dymally. Students will have access to the computers for general use, media and production classes, and formative assessments. This opportunity of new technology gives the students modern day skills for their future and exposes students who otherwise don't have access to technology.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Achieve 3000 will be implemented to build student fluency, vocabulary, comprehension, and writing across content areas. The student instructional routine is designed to build key literacy capacities and college and career level critical thinking skills. Achieve 3000 will be implemented in all of our strategic literacy classes both fall and spring. Students who are enrolled in our after school intervention courses will use achieve 3000 to enhance their fluency and comprehension.	08/26/2019 06/30/2020 New	Administration will monitor the effectiveness of the Achieve 3000 by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	3,488		100

Focus Area: **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : English Language Arts*
***Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Categorical Program Adviser (CPA): CPA will do the following to help build parent capacity in the area ELA - CPA will coordinate and facilitate workshops to educate parents about helpful tips to help improve their child's reading and overall English performance of at risk and low performing students. - Facilitate/provide workshops for parents of at risk students during the regular school day/ afterschool/ Saturdays, to help support their child in attaining proficiency in ELA - Conduct parent meetings that initiate discussions around how at risk students can best be supported and what resources are needed to best meet their needs	09/02/2019 06/30/2020	Principal will monitor the effectiveness through workshop sign ins and evaluations.
ELA teachers will provide a "Literacy Night" during the spring semester to inform parents what their children are reading during class. We will also provide parents with a newsletter with synopsis' of readings which will keep the parents connected to the curriculum.	07/01/2019 06/30/2020 New	Principal monitors through observations and meetings with the teacher and also results of parent evaluations and surveys.
Administrators and English Teachers will provide ELA workshops to parents that will enable them to assist their child with their English courses. The topics include student engagement strategies, usage of Academic Language, reading comprehension and questioning techniques. ELA workshops will include information on Reading Inventory, ELD standards, SBAC, ELPAC, Reclassification Criteria, LTEL student goal, Importance of Attendance, Language Census, LAUSD Master Plan, SPSA Knowledge, A-G/graduation requirements, and academic achievement	07/01/2019 06/30/2020 New	Principal will monitor through workshop sign-ins and evaluations.
Parents are learning English through onsite English courses that are offered by East Los Angeles Community College. This will enable them to assist their child with their ELA courses.	07/01/2019 06/30/2020 New	Principal monitors through observations and meetings with the teacher.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Community Representative will recruit and work with parents to carry out school trainings and parent interest workshop to support family community. Community Representatives will also identify the needs and interest of parents along with the EL program requirements and academic achievement. Parent workshops will include Reading Inventory, ELD standards, SBA, ELPAC, Reclassification Criteria, LTEL student goal, Importance of Attendance, Language Census, LAUSD Master Plan, SPSA Knowledge, A-G/graduation requirements, and academic achievement.</p>	<p>New</p>	<p>Administration and CPA will monitor parent engagement effectiveness through observation, calendar of events, and parent participation sign-in sheets. Evaluation of trainings and workshops through parent feedback and surveys will also be used as a measure for effectiveness.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

ACADEMIC GOAL — MATHEMATICS

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

1. List key findings related to Mathematics 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

During the 2017 -2018, 11th grade students participated in the Smarter Balance assessment Consortium (SBAC). Results indicated the following:

- 1% of students scored within the "Exceeds Standards" band
- 3% of students scored within the "Standards Met" band
- 15% of students scored within the "Standards Nearly Met" band
- 81% of student scored within the "Standards Not Met" band

SBAC claims data:

- Concepts & Procedures : 2 % above, 14% Near, 84% Below standard
- Problem Solving: 1 % above, 27% Near, 72% Below standard
- Communicating Reasoning: 1 % above, 42% Near, 56% Below standard

The 2018 California Dashboard indicates our Mathematics scores were 160.3 point below standard, a decline of 11.6 point within the last year for all students. English Learners scored 213.1 points below standard, a decline in 18.8 points. Socioeconomically Disadvantage students scored 160.4 points below standard, a decline of 11 points. Hispanic subgroup scored 151.1 points below the standard, a decline of 3.6 points

The Interim Assessment Block 2018-2019 results

127 9th grade students were administered an Interim Assessment (IAB) focusing on Algebra and Functions I. Data from the assessment is as follows:

- 1% of students scored "Above Standard"
- 12% of students scored "Near Standard"
- 87% of students scored "Below Standard"

88 10th grade students were administered an Interim Assessment (IAB) focusing on Geometry and Congruence. Data from the assessment is as follows:

- 73% of students scored "Near Standard"
- 27% of students scored "Below Standard"

132 11th &12th grade students were administered an Interim Assessment (IAB) focusing on Algebra and Functions II. Data from the assessment is as follows:

- 1% of students scored "Above Standard"
- 51% of students scored "Near Standard"
- 48% of students scored "Below Standard"

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

Students struggle in Mathematics due to various factors, such as:

Social/emotional/trauma needs of the students rarely gets addressed and should be first and foremost. When students have emotional trauma without therapy or positive outlets it affects their whole world especially academically and with their behavior.

Limited academic language and vocabulary is an obvious need for improvement. Students will not understand basic concepts, especially in their core classes where each discipline has its own language. Without exposure, understanding and familiarity of academic language and vocabulary, there will be difficulty to pass those classes and when it comes to state testing students will not understand the questions.

Academic deficiency gaps at our school occurs when students enroll and are already behind with basic skills. Without intervention, a motivated work ethic from the student and parental support, the academic gaps widen because it forces the student to work twice as hard to play catch up while maintaining passing grades in their current classes which they may lack the knowledge to succeed.

Access to technology outside of school is limited due to the community's lower-socioeconomic status. These students and their families lack the resources to purchase technology for home use. Libraries are limited in our communities and because of the violence factor in our area, students are hesitant to travel outside of their immediate areas for resources.

Lack of Motivation comes from a combination of unresolved social emotional issues, limited academic language and vocabulary skills, lack of resources, it's difficult to stay motivated even when they want to be. Without mentors or a diverse curriculum which relates to their reality, students are disengaged. They are distracted by hunger of basic needs which academics cannot immediately resolve. They are experiencing adult issues and trying to resolve them with a child's mind. Their motivation is either stifled or focused elsewhere.

Significant English Learners make up close to 30% of Dymally's population. Our common goals are have these students reclassified, but until then the EL's also fall into the category of limited academic language and vocabulary. These same students are state tested and chances of scoring well is scarce to none. Their scores has an impact on our overall performance data.

- Substantial Standard English Learner Population and their impact are data driven. Our Mathematics instructors gave formative assessments to the incoming 9th and 10th graders in the beginning of the semester. From the results of the formative assessments, data shows that the skills are lower with our incoming freshman than they've been the previous years.

The underlying issues within the reading skills, language barriers, comprehending, analyzing text, and writing at the high school level are extremely challenging. We're obligated to teach their common core grade level requirements, but their skill level are far below basic. Most of the students share the similar community characteristics such as the social emotional, lack of exposure to academic language and vocabulary, limited resources in technology and lack of motivation which all attributes to the academic deficiency gaps which we are experiencing.

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

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, 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

As a school, Dymally will focus on Professional Development, in the following areas: data analysis, engagement strategies, types of assessments, multiple ways for checking for understanding, academic language and best practices. We will increase student exposure to test formatting, questions, and performance tasks. We will provide opportunities for Tutoring/Edgenuity/ Summer Bridge/Level Up.

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

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

By June 2020, the percent of students in 11th grade "Meeting" and "Exceeding" standards as measured by the SBAC Math Assessment will increase by 5% from 4% to 9%.

By June 2020, 9th grade students scoring "Below Standards" on the Interim Assessment Block (IABs), targeting Algebra and Functions I, will decrease by 5% from 87% to 82%.

By June 2020, 10th grade students scoring "Below Standards" on the Interim Assessment Block (IABs), targeting Geometry Congruence, will decrease by 5% from 27% to 22%.

By June 2020, 11th and 12th grade students scoring "Below Standards" on the Interim Assessment Block (IABs), targeting Algebra and Functions II, will decrease by 5% from 48% to 43%.

The 2018 California Dashboard indicates our Mathematics rates are 160.3 point below standard, a decline of 11.6 from prior year, placing all students in the red. To show improvement from red to orange by 2019, CA Dashboard, rates will decrease by 3 points from 160.3 to 157.3 for all students below standard.

The 2018 California Dashboard indicates our Mathematics rates for English Learners student group are 213.1 points below standard, a decline of 18.8 from prior year, placing all students in the red. To show improvement from red to orange by 2019, CA Dashboard rates will decrease by 3 points from 213.1 to 210.1 for English Learners student group below standard.

The 2018 California Dashboard indicates our Mathematics rates for Socioeconomically Disadvantage student group are 160.4 points below standard, a decline of 11 from prior year, placing all students in the red. To show improvement from red to orange by 2019, CA Dashboard rates will decrease by 3 points from 160.4 to 157.4 for Socioeconomically Disadvantage Student Group below standard.

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

When addressing this Goal, include Integrated ELD in one or more Focus Areas.

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Instructional Coach (Mathematics) will provide instructional support to teachers in the areas of Professional Development, Data Analysis, Lesson Planning, and Lesson Demonstrations. During each semester, the Instructional Coach (Mathematics) will provide professional development that focusing on rigor, engagement and intervention strategies for all students The PDs structures will enhance out teachers ability to work collaboratively in planning and strategizing plans to address what students know, how will students know when they have learned and how teachers respond to student experience of difficulties in their learning.</p> <p>Instructional Coach (Mathematics) will provide guidance on how to interpret school specific data to define the next steps focusing on researched-based Common Core curriculum models. To assist teachers the Instructional Coach, Mathematics will discuss and analyze student work to focus on the strategies of best practices. Best practices that would be implemented will be: sharing rigorous standards-based math lessons and research-based differentiated instructional practices, including culturally relevant and responsive teaching.</p> <p>Instructional Coach will facilitate teachers with the following:</p> <ul style="list-style-type: none"> -Participation in professional learning communities to create common assessments focusing on anchor Common Core Standards. -Analyze data for common math assessments to determine best practices for teaching specific content standards as well as guide instructional next steps for reviewing and reinforcing math skills. -Provide specific individualized interventions. -Review of student data as a central part of collaboration, dialogue, and decisions to guide and implement a coherent instructional math. -Plan rigorous common core lessons to meet the needs of all learning modalities. - Focus on DOK 3 & 4 discussion techniques. -Peer observations to observe and model best practices and new innovation strategies by the participation in the Observation Cycle (Lesson study). -The mastery of the Math Common Core State Standards (CCSS) for at risk students - Participate in a series of professional development workshops concentrating on topics such as: Math Claims Hands on Math Instruction Checking for Understanding Differentiation of Instruction – Project Based Learning Small Group Learning Increasing the Rigor of Instruction – Depth of Knowledge Levels Sharing Best Practices - Teacher Experts Strategies for Engagement 	<p>07/01/2019 06/30/2020 New</p>	<p>Strategies will be measured from the results of common assessments. ILT will monitor through friendly observations. Principal will monitor the effectiveness through classroom observations to ensure implementation of best practice, grade distribution and interim assessment data.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Strategies which will improve lesson planning, data analysis and professional development are: -PD's on Integrated ELD strategies to help ELD students are: "3 Reads" Students read a word problem multiple times (minimum of 3) and arrive at two questions. 1. Come up with their own questions 2. Ask themselves, "do we all understand the problem question and what it is asking us to do?" "4 Heads" is a Kagen strategy where 4 students form a collaborative working unit. On their desk is a map with numbers pointing to each group member. This way, each student has a responsibility within the group. "Mathematician Consults" Students first look at the math problem without pencil or paper and discuss ideas and strategies to solve the problem, agree to possible answers before they actually work on the problem. Each of the mentioned strategies (3 Reads; 4 Heads and Mathematician Consults) are all based on cooperative learning which we've learned from district PD's to implement for our school's PDs. -Teacher release time to perform data analysis, common planning and common assessments which drives instruction for the next two weeks of instruction. Data Analysis of interim assessment such as IABs and CFAs to create measurable data populations. -Preparation/teacher collaboration and common planning time for performance task analysis and best practices.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Administrators, math coach and CPA will measure the effectiveness by examining data relating to test scores, grades, performance tasks and observations.</p>
<p>Professional Development and common planning time will allow teachers opportunities to collaborate, addressing the academic and socio-emotional needs of students to strengthen the departments goals of supporting student learning based upon department data. During PD teachers will have the opportunity to address what do we want students to know/ understand/ do? How will we know when the students have learned? How will we respond when a student experiences difficulty in learning?</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Administrators will conduct class observations to observe evidence of strategies being implemented through lessons, providing actionable feedback and continuous checking for understanding.</p>
<p>Instructional Coach for Mathematics will provide instructional support to math teachers using effective research based instructional strategies, Provide demonstration lessons and co-teach with teachers. Facilitate professional development that include differentiated instructional strategies, multi-tiers supports and interventions, and incorporation of technology into lessons to improve the academic achievement of all students. Review and analyze data to design lessons.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Administrators will monitor the effectiveness through classroom observation, coaching logs, teacher feedback and instructional team meetings.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Effective Classroom Instruction

Academic : Mathematics

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Instructional Coach will facilitate teachers with the following to support the instruction of at risk students, and help them reach mastery of the content.</p> <ul style="list-style-type: none"> - Math teachers will participate in grade level collaborative sessions during the school day to create common assessments for students that will specifically focus on anchor Common Core Standards pertaining to the unit. Various assessments will be created so that students have the opportunity of taking a common assessment bi-weekly. This will provide an opportunity for the teacher to closely monitor students' progress, especially for at risk and low performing students. - Math teachers will collaboratively participate in analyzing data for common math assessments. This will help to determine best practices for teaching specific content standards, and guide instructional next steps for reviewing and reinforcing math skills when necessary. This will help to provide additional measures to closely and consistently monitor low performing at risk students and provide specific individualized intervention. The review of student data is utilized as a central part of our collaboration, dialogue, and decisions made to guide and implement a coherent instructional math program for our students. - Math teachers will be given time to work together to plan rigorous common core lessons. These lessons will adapt to meet the needs of all learning modalities. Lessons will be scaffolded to capture student's continuous understanding of the content throughout the lesson. Lessons will represent activities that are at a DOK 3 level. Lessons will also be designed to allow low performing students time to receive personalized instruction. - Teachers will observe other teachers to model best practices by the participation in the Observation Cycle. Teachers will be relieved to visit classes of colleagues to observe best practices. This is extremely beneficial to our at-risk and low achieving students because teachers will learn new strategies that they can implement in their own daily practices. - To increase at risk students' mastery of the Math Common Core State Standards (CCSS), math teachers will participate in a series of professional development workshops concentrating on topics such as: Math Claims, Hands on Math Instruction, Differentiation of Instruction, Small Group Learning, Increasing the Rigor of Instruction, Engaging Students, Smart Board Math Instruction, and Sharing Best Practices. 	<p>07/01/2019 06/30/2020 New</p>	<p>Administrator will monitor the activities of the Instruction Coach and will provide actionable feedback. Administrators and Instructional coach will review lesson study cycles and provide feedback on the implementation of new math strategies learned in Professional Development. The effectiveness of the Instructional coach will be measured by the increase levels of proficiency of students in mathematics by grades assessments.</p>
<p>CPA will provide teachers with instructional support, demonstration lessons and peer coaching. The CPA will also facilitate the analysis of assessment data, review student work and collaborate on best practices within the department.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Administrators will monitor the effectiveness of the CPA by students achievement data</p>
<p>Secondary CSR Teacher (math): Class-size Reduction Teacher will reduce class sizes, lower than the district average, to be able to provide more individualized instruction to at risk students, as well as, implement differentiation of instruction more efficiently. This will allow low performing students to receive the additional support that is needed to become successful in area of math.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The effectiveness of the secondary CSR Teacher for Math will be measured by the increased level of proficiency for students in Math demonstrated by grades, and formative and summative assessments. The efficacy of this position will be monitored by the principal.</p>
<p>DDSub CSR Teacher (math): To provide coverage for CSR teacher on days of absences so students will be able to maintain their normal instructional activities.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Principal and Administrators will monitor the CSR Teacher (math) submits all necessary documentation for absences. This will be monitored by the School Administrative Assistant (SAA).</p>
<p>Teachers will use engagement strategies and Thinking Maps to help support integrated ELD. The various engagement strategies help to promote good meaningful practice with listening and speaking skills, as well as, cooperative learning. Thinking maps provide a tool for content to be visually scaffolded for students. Different types of Thinking Maps will be utilized to teach content, as well as, differentiate instruction. In addition, a few TA's will assist teachers to support small group and differentiated instruction in integrated EL classes.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>The principal will observe the implementation of engagement strategies and Thinking Maps being used in integrated ELD classes to determine effectiveness.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Dymally Teachers will provide quality instruction using common school-wide instructional strategies (i.e, Thinking Maps, cooperative learning, and checking for understanding). Teachers will expose students to technology-based assessments, assignments, college readiness skills and communication platforms.	07/01/2019 06/30/2020 New	Principal will monitor effectiveness by the usage and application in instruction. Increase in student engagement.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30445042	N/A	13644	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	1,496		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Categorical Program Adviser (CPA): CPA will monitor the progress at risk students not meeting grade level proficiency. Grades, assessments, performance on computer based supplemental programs, and teacher feedback will be used to assess the needs of students. CPA will research and seek out intervention programs that will support the increased achievement of struggling students in Math. The CPA will monitor progress monitoring support instruction..	07/30/2019 06/30/2020	Principal will monitor student achievement data in Math and activities of the CPA.
To support all students success our after school tutoring will be implemented. At- risk students will be targeted.Tutoring program is an intervention to assist students who are having difficulty in their core classes. The tutoring is after school and gives the student one on one attention that they may not receive in their classroom settings.	08/19/2019 06/05/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.
Edgenuity is our credit recovery program for students who have failed a class previously and need to repeat it. It's also for students who for various reasons was never enrolled in a class that is an A-G requirement necessary for graduation. Students work on their own pace to complete the assignments pre-designed by the system.	08/19/2019 06/05/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.
Level Up is a tutoring program which targets Dymally's 9th graders who lack basic skills in math and English. The program is after school and gives students the opportunity to grasp needed concepts and also tutors them in their current classes. The minimum goal is to have the students reach grade level performance.	08/19/2019 06/05/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Summer bridge will acclimate incoming 9th graders at Dymally which will make the transition matriculating from middle school to high school easier. Students will take classes to raise their basic skills and familiarize themselves with the school's expectations and resources before the fall semester begins.	08/19/2019 06/05/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs
Computer access is available as we have a new computer lab at Dymally. Students will have access to the computers for general use, media and production classes, and formative assessments. This opportunity of new technology gives the students modern day skills for their future and exposes students who otherwise don't have access to technology	08/19/2019 06/05/2020 New	Administration will monitor the effectiveness of the CPA by observations, increase of student academic data, and the enrollment percentage of students attendance in interventions. Data results of students will determine what kind of intervention the student needs.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : Mathematics*
***Required if any Focus Area above is addressed.**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> • Instructional Leadership Team (Administrators, Instructional Support Personnel, Title 1 Coordinator, and Department Lead Teachers) will provide parent workshops training on how to interpret the assessments reports, related to math, School Experience Survey, and Graduation Requirements, specifically the required courses in math • Conduct Awards Assemblies 4 times annually at parent events to acknowledge student successes in the area of math • Teachers will utilize multiple streams of communication (i.e. BlackBoard Connect, personal phone calls, emails, texts, etc.) to reach out parents/guardians regarding their student academic process and/or classroom updates • Solicit feedback from parents to help identify areas of improvement/needs to increase achievement in math for at risk students • Teachers will facilitate workshops that support Reading Comprehension Strategies in the Realm of Mathematics, Analyzing SBAC Data, Building Academic Vocabulary in Math, Depth of Knowledge (DOK) in Mathematics and Math Practices. 	07/01/2019 06/30/2020	Principal and Instructional Leadership Team will monitor, by evaluation sign in sheets, parent workshop evaluations and feedback.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

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

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

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

1. List key findings related to English Learner Programs 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**

Previous reclassification data:

2016-2017 = 10%; 2017-2018 = 16%

Reading Inventory (RI) Data as of February 2019:

Proficient 3% Basic = 6%, Below Basic = 91%

RI performance levels for EL students who have been in the program less than 5 years:

Basic 1%

ELPAC levels for students who have been in program less than 5 years (English Learners)

Well Developed 1%

Moderately Developed 10%

Somewhat Developed 10%

Beginning Stages 78%

ELPAC levels for students who have been in program more than 5 years (LTELs)

Well Developed 9%

Moderately Developed 33%

Somewhat Developed 43%

Beginning Stages 15%

Teacher's Evaluation (Grades)

38% of the ELs & LTELs have not received a C or better in an English course.

Student Profiles

Profile B = 1% (not meeting the grade criteria)

Profile C = 0% (not meeting the Reading Inventory/SBAC criteria)

Profile D = 1% (not meeting the Reading Inventory/SBAC and grades criteria)

Profile E = 6% (not meeting the English Language Proficiency Assessment criteria) –

Profile F = 2% (not meeting the English Language Proficiency Assessment & grades criteria) –

Profile G = 46% (not meeting the English Language Proficiency Assessment & Reading Inventory criteria) Profile H = 44% (not meeting the English Language Proficiency Assessment, Reading Inventory, grades criteria)

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

98 (53%) of the 185 are LTEL students who have been in EL program more than 5 years.
 59 (32%) of the 185 EL population are Newcomers.
 36 (19%) of the 185 EL population are students identified as SPED and currently have an Individual Education Plan.

EL students struggle with inferences and vocabulary.
 ELD Teachers need continuous training to support lesson planning and implement textbook curriculum.
 Inadequate staffing to fill ELD teacher position.
 Students lack basic literacy skills
 Last year, we had substitute teachers for an extended period of time. The lack of consistency in those EL classes obviously impacted assessment results.

Factors contributing to chronic absenteeism include illness, chronic medical conditions, safety concerns, mental health challenges, language barriers, lack of student motivation, high number of transiency, and lack of communication when students check into another school. Student safety factors include community violence, cyber bullying, bullying and trauma. Other Also more immigrant students are migrating to our school community with lower exposure to education. Their skill sets are below the norm, which affects our overall outcomes school-wide. Therefore the lack of standard English is a cause and affect for not understanding academic language needed to succeed in the reclassification assessments.

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

English Learner Instructional Coach worked directly with students and teachers in the classroom to improve students' literacy skills. Teacher Assistance supported teachers and provided individual and/or small group support to improve students' academic grades. After school interventions in ELD and SDAIE strategies were used to improve students' listening, reading, writing and speaking skills. Our 2018 -2019 goal was met with a 8% gain indicated that 9% of LTELS achieved Basic on the Reading Inventory (RI) Assessment. A continuation of these supports will be implemented in the 2019-2020 school year.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, 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

N/A

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

State the School's Measurable Objective(s) for 2019-20 *Required

By June 2020, the percent of students scoring basic or above in the reading inventory in grades 9-12 will increase by 5% from 7% to 12% as measured by the Reading Inventory Proficiency Growth Report.

By June 2020, the percent of student reaching Fluent English Proficient in grades 9-12 will increase by 6% from 16% 22% as measured by Local District South Reclassification Rate Monitoring Report.

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

Must complete at least two Focus Areas, including Building Parent Capacity and Partnership to Support the Academic Goal.

When addressing this Goal, include Designated ELD in one or more Focus Areas.

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Title III Coach will conduct professional development (school wide and by department during and/or beyond the school day) on incorporating ELD Learning Standards in lesson planning and classroom instruction to ensure EL academic success and on-track to graduate status. Our Title III Coach will conduct training to address EL data, reclassification benchmarks, testing schedules and EL program instructional norms for all staff members. Our Title III Coach will monitor and guide EL Support team members in team building professional developments to build positive collegiality. In addition the Title III Coach will work with support staff to calendar and chair monthly meetings with EL Support Team (CPA, Community Representatives, EL Teachers, Counselors, PSA, and TSP) to evaluate the EL program to assess programs and address needs.	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness through classroom observation, reviewing student achievement data, and professional development evaluation from teachers. Professional Development will be measured by teacher feedback evaluation and the implementation of strategies.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy (7T197)	1000	10246 - DIFF INSTL COACH SEC	N/A	N/A	10246	509	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	1000	14494 - ENG LRN(EL)COACH-SEC (3 Hrs / 5 Days)	30456968	N/A	14494	38,731	1.00	55
T3A-LEP-Limited Eng Profcncy (7T197)	0	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-3,847	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	0	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-1,334	0.00	100

Focus Area: Effective Classroom Instruction *Academic : English Learner Programs*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will use engagement strategies (Talk Moves, Constructive Conversations) Smart Start 1.0 and 2.0 and Thinking Maps to help support designated ELD. The various engagement strategies help to promote good meaningful practice with listening and speaking skills, as well as, cooperative learning. Thinking maps provide a tool for content to be visually scaffolded for students. Different types of Thinking Maps will be utilized to teach content, as well as, differentiate instruction. In addition, a Teacher Assistant will be used to support small group and differentiated instruction in integrated EL classes.	07/01/2019 06/30/2020	The principal will observe the implementation of engagement strategies and Thinking Maps being used in designated ELD classes to determine effectiveness by the increase involvement of student discussions, writing samples and levels of understand measured by teachers and observations.
Teacher assistants will work with core subject teachers to provide instructional support under the guidance of a certificated teachers. Teacher assistants will work with at risk students in small and whole group to build student's skills in: listening, speaking, writing and calculations.	07/01/2019 06/30/2020 New	Administrator will monitor the teacher assistants effectiveness by surveying teachers, holding the teacher assistants accountable by explaining their roles and job descriptions, student feedback and classroom observations.
Dymally will conduct state and district mandated assessment appropriate for designating and reclassifying English Learners. Target Student Program Coordinator will conduct staff training and certificationfor ELPAC.	New	
During designated ELD, Bilingual Teacher Assistants will provide, under the direct supervision of a highly qualified teacher, primary language and instructional support to English Learners.	New	Administrator will monitor the teacher assistants effectiveness by surveying teachers, holding the teacher assistants accountable by explaining their roles and job descriptions, student feedback and classroom observations.
Supplemental Instructional Materials will be purchased to help provide intervention for our at-risk English Learners. SIM will be used during small group intervention sessions, after school tutoring and Bridge to Reclassify sessions. Purchases will include the following: - Leveled readers to provide differentiated instruction to cater to the individualized needs of the students to increase lexile levels. - Materials from the LAUSD Schools Wharehouse - Licensing with Kami which is an interactive computer program to improve cooperative learning and engagement	New	Admin will monitor the usage of SIM through observations. Effectiveness will be measured by the increased academic achievement of EL students through grades and assessment scores.
Teachers will be supported by strategies that sustain the use of academic language, strategic classroom grouping, questioning strategies, feedback to students, use of graphic organizers, and incorporation of technology. Conduct classroom observations using cognitive coaching conversations to provide constructive feedback to teachers' practice in instructing ELs.	New	Instructional Coach, CPA and Administration will conduct and measure the effectiveness of classroom observations, student work and grades by reviewing data from observations, student work and grades. Progress reports grade verification marks will also be reviewed to monitor grading practices. Effectiveness of the strategies will be measured by growth in students' grades, and in student work that demonstrate progress in their reading, writing, speaking and listening abilities.
In collaboration with the Instructional Coach, the CPA will support ELD teachers and core content teachers in implementing ELD standards with the integration of designated ELD curricula (Inside USA, Reader's Handbook, English 3-D, Write Source), use of Secondary Start Smart Lessons 1.0 and 2.0, and other strategies that support the development of listening, reading, writing, and speaking skills.	New	

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30445046	N/A	10600	18,599	1.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Categorical Program Adviser (CPA) will perform direct services to students such as teaching, demonstration lessons, conduct professional development activities, including the facilitation of effective instructional programs, conduct program/student evaluation activities, coordinate and provide parent involvement workshop activities to ensure the compliant functioning of the advisory committee.</p> <p>In collaboration with the Instructional Coach, the CPA will support ELD teachers and core content teachers in implementing ELD standards with the integration of designated ELD curricula (Inside USA, Reader's Handbook, English 3-D, Write Source), use of Secondary Start Smart Lessons 1.0 and 2.0, and other strategies that support the development of listening, reading, writing, and speaking skills.</p> <p>Teachers will be supported by strategies that sustain the use of academic language, strategic classroom grouping, questioning strategies, feedback to students, use of graphic organizers, and incorporation of technology. Conduct classroom observations using cognitive coaching conversations to provide constructive feedback to teachers' practice in instructing ELs.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Administration will meet at least weekly with the CPA to communicate and verify that the professional developments, intervention programs and activities. CPA effectiveness will be measured by the academic growth of EL students and the improvement of grades and assessments.</p>
<p>Tutor Teacher X-Time: (TSP 10522) EL teachers will provide tutorial opportunities for English Language Learner students to seek additional instructional support before school, after school and outside of the regular school day (i.e. Saturdays and intersessions). Students needing additional ELD support will receive tutoring as appropriate (emphasis on LTELs). Teachers will design tutoring for integrated core subject areas.</p> <ul style="list-style-type: none"> o Tutoring for ELs will be conducted in small groups (8-10 students). o Focus will be on increasing the number of ELs who are scoring proficient on the RI and to meet towards reclassification criteria. o Locally designed intervention materials will be created for intervention beyond the school day and for in-class supplemental instruction for EL students to meet reading comprehension needs and provide support for language and ELA courses. 	<p>07/01/2019 06/30/2020 New</p>	<p>Admin will monitor sign-in sheets and quality of intervention by periodically observing instruction. Admin will monitor grades and periodic assessments to measure effectiveness of program.</p>
<p>Tutor Teacher X-Time: (TSP 10522) This will provide EL students the opportunity to participate in a 3 week Bridge to reclassify summer program for 3 hours a day. Students will receive supplemental language development instruction taught by one of Dymally's teachers, in efforts to provide additional time for students to build and reinforce English language skills. This program will assist in Dymally increasing the percentage of students eligible to reclassify within the school year. Inference skills will be targeted during these sessions.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Admin will monitor sign-in sheets and quality of intervention by periodically observing instruction. Admin will monitor grades and periodic assessments to measure effectiveness of program.</p>
<p>Teacher Release Days: (TSP 10522) Teacher Release Days will provide sub coverage for teachers to support struggling EL students by implementing intensive small group and individualized intervention sessions. Teachers will also use a portion of this time to plan tailored activities and strategies that assist in strengthening listening, reading, writing and speaking skills.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>Admin will monitor Teacher Release Days evidenced by the planning of implementation of the intervention sessions. Effectiveness will be measured by the academic growth of EL students and improvement of grades and assessment scores.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Supplemental Instructional Materials will be purchased to help provide intervention for our at-risk English Learners. SIM will be used during small group intervention sessions, after school tutoring and Bridge to Reclassify sessions. Purchases will include the following: - Leveled readers to provide differentiated instruction to cater to the individualized needs of the students to increase lexile levels. - Materials from the LAUSD Schools Warehouse - Licensing with Kami which is an interactive computer program to improve cooperative learning and engagement	07/01/2019 06/30/2020 New	Admin will monitor the usage of SIM through observations. Effectiveness will be measured by the increased academic achievement of EL students through grades and assessment scores.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	3,949		100

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Required Academic : English Learner Programs

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Workshops are offered to Parents on various topics related to the achievement of English Learners. Topics include: Master Plan Options, reclassification requirements, attendance, ELPAC, LTEL support, and Progress of EL students. Individual meetings are also scheduled with families to give more detailed information regarding the individual progress of students towards reclassification. Written communication is sent to parents regarding student assessment scores and student progress towards reclassification throughout the school year.	07/01/2019 06/30/2020 New	Principal will monitor workshops through sign-in sheets. Effectiveness will be measured by the amount of parent participation and positive feedback given on the parent evaluation forms and School Experience Survey regarding knowledge and awareness of the English Learner program.
The Community Representative will recruit and work with parents to carry out school trainings and parent interest workshop to support family community. Community Representatives will also identify the needs and interest of parents along with the EL program requirements and academic achievement. Parent workshops will include Reading Inventory, ELD standards, SBA, ELPAC, Reclassification Criteria, LTEL student goal, Importance of Attendance, Language Census, LAUSD Master Plan, SPSA Knowledge, A-G/graduation requirements, and academic achievement.	08/19/2019 06/12/2020 New	Administration and CPA will monitor parent engagement effectiveness through observation, calendar of events, and parent participation sign-in sheets. Evaluation of trainings and workshops through parent feedback and surveys will also be used as a measure for effectiveness

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

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

1. List key findings related to parent, community, and student engagement 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**

Data from 2017-18 School Experience Survey shows the following:

Participation rates

100% Teacher

95% Staff

74% Students

18% Parents

86% of the parents regularly communicates with their child's teacher and other staff

51% of parents visit the parent center often

Parent Portal Data

-16% of parents are registered on LAUSD parents portal

Blackboard Connect Data

- 903 contracts of parents, staff and community members

- 65% of all messages send on average are successful

- 1/3 of live deliveries

- 2/3 of answering service deliveries

- 35% are unsuccessfully delivered

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

MDHS continues to struggle with lack of parental involvement. Parents work multiple jobs. A permanent telephone number for communication is a challenge. Parents have limited technology use and access. Lack of parent involvements on committees and councils are due to schedule conflicts. Limited participation in parent workshops due to schedule conflicts.

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

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, 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

Parents portal sign up will take place during orientation and registration. Assistance will be provided to parents in creating an email account to register for both parents portal and Blackboard connect. Before and after school access to parent center. Increase the number of personalized phone calls. Offer workshops and meetings through out the week at various time of the day. Develop webinars with virtual attendance of workshops offer through out the year. Offer parent conferences via telephone.

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

State the School's Measurable Objective(s) for 2019-20 *Required

By June 2020, the percent of parents signed up for Parent Portal will increase by 16% from 16% to 32%.

By June 2020, the percent of parents participating in parent conference night will increase by 12% from 13% to 25%.

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

Focus Area: Student, Staff, Parent Engagement ***Required** *Parent And Community*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community Rep will implement various measures to solicit parent engagement, and help improve parent involvement at Dymally. Community Rep will assist in scheduling and facilitating parent workshops regularly to encourage parent investment in student progress. Specific workshops will be coordinated to address attendance, graduation requirements, standardized testing, technology access and usage, nutrition and community safety. Community Rep will help to coordinate events to bring families and community members together to uplift school pride, and the climate and culture of the campus. Community rep will assist teachers in facilitating academic driven workshop to build parents awareness, knowledge and guidance on how to assist students at home.	07/01/2019 06/30/2020 New	Assistant Principal will monitor the duties the Parent and Community Rep effectiveness will be measured by the consistency of parent activities and the increasing level of parent involvement.
Categorical Program Adviser will monitor and facilitate the development and implementation of Title 1 parental involvement and the policies for increasing and maintaining effective participation and parent volunteer program.	07/01/2019 06/30/2020 New	Principal will monitor the activities and duties of the CPA. Principal will measure the effectiveness by parent feedback and surveys.
Parent Conference Attendance: In order to support parents build their capacity and have knowledge to better support their child's achievement, funding will be provided for parents to attend local conferences. Parent will attend the following conferences: - CABE - COBA - Parents as Partner Conference - AEMP	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness of Parent Conference attendance by amount of participation and parent feedback.
Supplemental Instructional Material: SIM will provide the needed instructional materials for parent classes and workshops. This will help parents build capacity and better engage in their child's academic progress. SIM that will be purchase include (but not limited to): - Parenting brochures and pamphlets - Parent guides - Designated book(s) for Parent EL class - Manipulatives and realia to use for parent workshops to increase engagement	07/01/2019 06/30/2020 New	The principal will monitor the use of SIM for parent classes and workshops. Parent feedback and insight from our Parent Reps will measure the effectiveness of the SIM purchased.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	27785 - COMMUNITY REP C (3 Hrs / 5 Days)	30455223	N/A	27785	11,126	1.00	100

Focus Area: Student, Staff, Parent Communication ***Required** *Parent And Community*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Staff will assist parents in sign up parent for parent portal during orientation and registration. Assistance will be provided to parents in creating a email account to register for both parents portal and Blackboard connect. Provide parent workshops in the are of Dyslexia Awareness, and CA dashboard.	07/01/2019 06/30/2020 New	Administrator and CPA will monitor the effectiveness through FOCUS dashboard data.
Contracted services will assist in community engagement by supporting the emotional, social and physical development of the students, support college bound and career awareness, improve parent communication with teachers and school personnel, increase parental involvement in the school by encompassing all parents, help parents gain technical skills necessary to help their children success in school and help teach parents about current trends in social media and tools their students use each day at school. Parent Education Bridge for Student Achievement Foundation. Parents will participate in the Parent Success Academy for Parents. These workshops will assist our parents in obtaining effective communication with their child. Parents will expand their knowledge on emotional and academic success, respect. responsible and how to deal with violence and prevention of Bullying and cyberbully. Parents will participate in the Technology Academy for Parents. These workshops will assist our parents in obtain an email address to enhance the communication with teachers about students academic achievement and student concerns. Parents will expand their knowledge of the benefits of internet. Those benefit will include gaining information from our school website, access volunteer application, access parents portal completing meal applications, and accessing Schoology to maintain awareness of student academic progress.	07/01/2019 06/30/2020 New	Administrator and CPA will monitor the effectiveness by the increase in parents involvement and participation.
Dymally High School will communicate with parents in a variety of ways, which include: phone calls/messages, Blackboard Connect messages, email, school website, school calendar, Parent Center Calendar of Events, marquee, flyers, school correspondence, Schoology, newsletters, and Dymally's Street Team. Increase the number of personalized phone calls. . Parent conferences via telephone. Offer workshops and meetings through out the week and various time of the day. Develop webinars and virtual attendance.	07/01/2019 06/30/2020 New	Administrator will monitor that parents are kept abreast of all school updates. The effectiveness of communication will be measured by parent responses on the School Experience Survey
Community Rep: Community Rep will create flyers and other means of communication for students, staff, and parents to keep all Dymally stakeholders aware of events that affect our school community.	07/01/2019 06/30/2020 New	Administrator will monitor that parents are kept abreast of all school updates. The effectiveness of communication will be measured by parent responses on the School Experience Survey.
Categorical Program Adviser: CPA coordinates and facilitates an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. CPA will facilitate a parent workshops per semester to assist parents in the understanding of the schools performance measurement by the state as related to the results of the California dashboard. CPA will plan, remote and assist with workshops for parents to access parent portal.	07/01/2019 06/30/2020 New	Administrator will monitor the the work of the Categorical Program Adviser,.
Dymally High will enhance engagement with parents by using a document reader, projector and monitor to assist during parent workshops, parent events and parent visits.	07/01/2019 06/30/2020 New	Administrator will monitor parents engagement levels through observation, feedback and parent involvement.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	5,000		100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	1,613	0.00	100

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

100% ATTENDANCE, SUSPENSIONS, SCHOOL SAFETY, AND OTHER SUPPORTS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: FOCUS

1. List key findings related to 100% attendance, suspensions, school safety, and other supports 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

As of June 2018 data indicated the following:
 35.3% of students fall under the chronic attendance band.
 22.8 % of students fall under the basic attendance band.
 41.9% of students fall under the proficient/advanced band.

As of March 20, 2019 data indicated the following:
 32.6 % of students fall under the chronic attendance band.
 23.3%of students fall under the basic attendance band.
 44.1% of students fall under the proficient/advanced band.

According to the School Experience Survey,
 32% of students indicated that they disagreed or strongly disagreed with the statement, "I feel safe in this school."
 36% of students indicate that they disagree they feel safe in the neighborhood around their school.
 38% of students believe that LGBTQ students are accepted at their school.

The 2018 California Dashboard showed orange indicators for Suspension rates with 2.1% suspended at least once, an increase of 0.6% from last year for "All Students". "Socioeconomically disadvantaged" student group was 2% suspended at least once, an increase of 0.4% from last year. "Students with Disabilities" student group was 7.4% suspended at least once, an increase of 4.2% from last year. The 2018 California Dashboard resulted in red indicators for "African American" students at 7.5% suspended at least once, an increase of 3.1% from last year.

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

Students overall safety has been effected by the community violence, cyber bullying, and trauma that student face in the community. Factors contributing to chronic absenteeism include illness, chronic medical conditions, safety concerns, mental health challenges, language barriers, lack of student motivation, high number of transiency and the January 2019 work stoppage. These factor all impeded students attendance which ultimately affect students academic achievement.

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

Attendance data from March 2019 indicated that the school was on track to meet SPSA goals. Contributing factors to this improvement to this included: home visits for students who are below basic in attendance, extracurricular activities for student on track to meeting attendance improvement plans (i.e. attendance gift shop, ice cream social, attendance assemblies, attendance game days and attendance pep rallies) , the implementation of tutoring, mentoring target attendance students who are near below their attendance goal, and the District Break Through Teams that creates school whole attendance incentives.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, 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

N/A

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

N/A

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

By June 2020, the percent of students in grades 9 - 12, with chronic absences, will decrease by 3% from about 28% to 25%.

By June 2020, the percent of students in grades 9 - 12, with proficient attendance, will increase by 3% from about 44% to 47%.

By June 2020 the percent of students who feel unsafe at school will decrease by 10% from 32% to 22%.

By the 2019 California Dashboard Suspension indicators will decrease by 4%, resulting in a rate of 3.5% for "African American" student group resulting in an orange indicator..

By the 2019 California Dashboard Suspension indicators will decrease by 1.0% resulting in a rate of 1.1% for "All Student " group and 1% for Socioeconomically Disadvantage" student group resulting in a yellow indicator.

By the 2019 California Dashboard Suspension indicators will decrease by 4.0% resulting in a rate of 5.4% for "Students with Disabilities" group resulting in a yellow indicator.

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

Focus Area: Lesson Planning, Data Analysis, and Professional Development 100% Attendance

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The PSW will conduct PD's for staff focused on coping techniques, safety, and empathy. PSW will coordinate and facilitate 2 PD sessions devoted to the identification of learning barriers associated with misbehavior and the development of interventions to address these learning barriers. Professional Development will address social emotional learning to provide support to teachers on how to become more socially aware of the emotional mindsets of their students.</p> <p>PSW to provide supplemental services including mental health consultation, and individual/group counseling to address academic problems and develop positive social skills for at-risk (Low-income, ELL, RFEP, and/or Foster Youth). PSW will support the school to provide case management and linkage to school and community supports, as well as parent education workshops and management of SSPT, and School Wide Positive Behavioral Interventions and Supports (SWPBIS). The PSW will provide services for Tier I Universal Support, Tier II Targeted Services, and Tier III Intensive Services.</p>	<p>08/12/2019 06/30/2020 New</p>	<p>Administration will monitor the measurement the effectiveness of the Professional Development by staff feedback and surveys, the increase of student usage of coping techniques and teacher feedback/ responses of students emotional needs. The effectiveness of the PSW supplemental services will be measured for effectiveness by use of strategies that increased involvement, attendance data, as well as decrease inappropriate behavior. Principal will monitor the duties of the PSW and effectiveness will be measured by the PSW reports of services rendered to students.</p>
<p>The PSA counselor will develop and monitor individual attendance plans for targeted students, especially those who have been identified as habitually truant. PSA will also provide parents with information on the attendance policy and mandate in order to increase and maintain the attendance rates. PSA will continue to develop and implement attendance, motivation and incentive programs.</p>	<p>08/12/2019 06/30/2020 New</p>	<p>Administration will monitor the effectiveness of the strategies by the increase of positive attendance data, parent surveys and staff surveys. Principal will monitor the duties of the PSA and effectiveness will be measured by the service reports, attendance of students improving and service evaluation from the Dymally community</p>
<p>One of our goals are to include a third meal of the day which is our "Hot Supper." This meal will be served on Dymally's campus to school; community members both under 18 years old and also senior citizens at 4:30, Monday through Friday. The "Hot Supper program will assist students ad the community with decreasing hungry in our community. Offering the addition meal will assit students with the ability to focus on their academic load.</p>	<p>08/12/2019 06/30/2020 New</p>	<p>Administration will monitor the measurement of the strategies by the increased in academic achievement, involvement and attendance data.</p>
<p>Dymally support staff will assist administration with the increase of student attendance by providing the daily assistance withthe following task: - Attendance Break Through Team - Personalized phone calls daily - Student orientations - Newsletters - PA Announcements - Attendance celebrations - Award Assemblies</p>	<p>08/19/2019 06/30/2020 New</p>	<p>Administration will monitor the measurement of the strategies by the increased involvement, attendance data, observations and surveys.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area:

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

100% Attendance

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The PSA counselor will support the increasing at risk students' attendance through the following activities at Dymally:</p> <ul style="list-style-type: none"> - Regularly monitoring student attendance data and individual attendance plans • developing and implementing incentive programs, conducting home visits • making referrals for students and families to community resources • offering updates to teachers and staff at professional development • discusses strategies for teachers to help students maintain good attendance, and increasing parent communication • developing and implementing incentive programs for increasing student attendance - Attendance Improvement Program - Break Through Team Model - Personalized Phone calls - School Assemblies - Staff PD's focused on coping techniques, safety, and empathy 	<p>07/01/2019 06/30/2020</p>	<p>Principal will monitor the duties of the PSA and effectiveness will be measured by the service reports, attendance of students improving and service evaluation from the Dymally community.</p>
<p>In order to accommodate the supplemental health needs of at risk students to help maximize their instructional time, a nurse will be purchased to execute the following:</p> <ul style="list-style-type: none"> - Health-related counseling and education for parents and families, including home visits - Staff development in health-related issues and health-related counseling - School and community health-related information groups and projects (classroom health presentations, health-information "clubs," resources for administrators and classroom teachers) - Participation in multidisciplinary teams such as Student Support and Progress Team (SSPT) - Follow-up on the prevention and control of communicable diseases contributing to students' poor academic achievement - Health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes and hypertension - Assist with Child Health and Disability Prevention Program (CHDP) exams 	<p>07/01/2019 06/30/2020</p>	<p>Principal will monitor the duties of the nurse and effectiveness will be measured by the reports of services rendered to students.</p>
<p>In collaboration with school administrators and staff, PSW assess the mental and behavioral health needs of the school to develop and implement a tailored service plan that aligns with District and school goals and priorities. PSW services and supports promote protective factors and address risk factors using evidence-based practices. PSW will do the following:</p> <ul style="list-style-type: none"> - Provide individual, group and family therapy - Deliver crisis response and intervention services - Conduct student risk assessments and provide appropriate safety planning services - Provide case management services - Collaborate with teachers to support core instructional services to address comprehensive needs of the Whole Child - Engage parents, families and communities to decrease barriers to learning and increase social-emotional competence - Promote a positive school climate using a trauma informed lens - Provide a mental health perspective as a member of school-based multi-disciplinary teams - Offer professional development opportunities on a variety of mental health related topics - Participate/Facilitate Student Success Progress Team (SSPT) meetings - Provide linkages to school and community supports and resources, such as mental health and Wellness Center services 	<p>07/01/2019 06/30/2020</p>	<p>Principal will monitor the duties of the PSW and effectiveness will be measured by the PSW reports of services rendered to students.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Restorative Justice Coordinator will implement the practices of RJ to emphasizes the importance of respect, positive relationships and community building among the entire school community and stakeholders. RJ coordinator will assist with the implementation of our School-Side positive Behavior support Plan aimed at early intervention.	07/01/2019 06/30/2020 New	Principal and PSA Counselor will monitor: • Student Surveys • Reduction in Suspension and Office Referrals
Campus Aides will secure MDHS campus before, during and after school to assist in the prevention of physical/ Verbal altercation, bullying and physical or sexual abuse.	07/01/2019 06/30/2020 New	Principal and PSA Counselor will monitor: • Student Surveys • Reduction in Suspension and Office Referrals
Intervention Coordinator over discipline will collaborate with school staff to ensure that standards and practice align with MDHS positive student behavioral expectations. Intervention Coordinator will support the implementation of restorative practices and community based intervention programs to decrease discipline actions.	07/01/2019 06/30/2020 New	Principal and PSA Counselor will monitor: • Student Surveys • Reduction in Suspension and Office Referrals
MDHS will partner with Los Angeles County Department of Public Health and the Department of Mental Health to provide mental and sexual health services and education through a Well- Being Center. The Well Being Center will provide a peer health educator to address substance abuse, sexual health and emotional health. Well Being Center will provide parent education by Promotoras, led peer wellness activities for the school community and assist with leadership training. In addition, the Well Center will support health education in classrooms and support groups for students with physical and emotional health concerns	07/01/2019 06/30/2020 New	Administration will monitor the effectiveness of the Well- Being Center and services thought intake data, service evaluations and student health concerns decrease and/or documentation of concerns being addressing.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Building Parent Capacity and Partnership to Support the 100% Attendance, Suspensions, School Safety, and Other Supports 100% Attendance

***Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
PSW provides anger management and parenting workshops, as well as Health Insurance enrollment assistance. • Parent in Control workshops, which teaches skills to parents that allow them to monitor child behavior without resorting to scolding. • Parent assemblies twice a semester on attendance information	08/19/2019 04/24/2020	Admin will monitor itinerant responsibilities, implementation, student records and the impact on student achievement. Admin will measure the effectiveness of parent involvement a noted on Evaluation sheets, etc.
PSA Counselor: PSA will meet with parents of students with chronic absences to discuss measures to improve student attendance. Resources and supports will be provided and/or referred in efforts to support families in areas of need. PSA Counselor will hold on-going parent workshops to build parent capacity on the importance of daily school attendance through the Attendance Matters Workshop.	08/19/2019 06/19/2020	Admin will monitor itinerant responsibilities, implementation, student records and the impact on student achievement.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

The Principal, Categorical Advisor, PSA Counselor, Counselors, and Community Representative will facilitate/provide workshops for parents during regular school day/ afterschool/ Saturdays, to help support their child to be college and career ready:

- IGP (Individual Graduation Plan)
- Importance of Daily Attendance
- A-G Requirements
- Career Pathways
- Transition into College, Vocational School, and Career Institutions
- High School Graduation Requirements
- Student Recognition Award Assemblies
- ELAC meetings
- GATE Parent meetings
- Parent/volunteer training

Our Parent Volunteer Program is coordinated by our community representative. It is part of the duties of the representative to actively recruit, schedule, and monitor the volunteers on campus. Our Parent Representative are instrumental in supporting our Parent College Program, ESL classes and parent volunteers.

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

The Restorative Justice Teacher Coordinator at Dymally is responsible for implementing the practices of Restorative Justice which emphasizes the importance of Respect, Positive Relationships, and Community Building among the entire school community and stakeholders, which include students, teachers, and all staff. The Restorative Justice Teacher, RSP, SDC teachers will routinely update and monitor a child's behavioral support plan outlined in his/her IEP. Dymally also employs the School-wide Behavioral Support Plan to address student behavior utilizing the three-tiered model.

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

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

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

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

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

The SPSA was developed with the involvement of parents and other members of the community by engaging in variety of ways. Parents and community members were invited to our bi-monthly parent meetings, monthly coffee with the principal and information session through the year. Students, parents, community members, staff, teachers and school leaders were invited to attend our monthly School Site Council Meetings, English Language advisory Council meetings through mail, blackboard connect messages, newsletters, and emails. Information of all meeting, and events were posted on online on the schools website.. During our meeting and events stakeholders were given information of the importance of the Single School Plan for Student Achievement. During meeting and events, parents and community members were able to review data, discuss supports that could be used to support performance improvement and make suggestions and recommendations to ELAC and SSC,

Parents and Community members were invited into a dialogue on major issues and decisions facing students or the school. Parents and Community members were recruit to attend meeting and events through the passing out of informational flyers and personalized calls to attend school events. Parent/ Community Representatives assisted other parents to complete the School Experience Survey online or through mail. Parents were provided the opportunity to obtain information from district sponsored training and conferences.

The SPSA was developed with the involvement of parents, other members of the community, teachers, principals, other school leaders, paraprofessionals, and administrators. The Administrative team conducted monthly meets to review, analyze and discuss data that would drive the SPSA. Based on the data that was presented the Administrative team devised a plan to present data to all stakeholders. Teachers were grouped by departments to discuss the data, discuss plans for improvement and set goals with strategies and activities that would assist in making improvements to multiple areas of the SPSA. During common planning time and faculty/staff meeting, members were able to review data, discuss and make suggestion to improve school & student success.

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

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

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

N/A

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

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

LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the School Plan for Student Achievement (SPSA) and support through:

- *Joint analysis of data*
- *Evaluation of the strategies described in the plan*
- *Observation of instruction*
- *Observation of professional development that supports the strategies identified in the school plan*
- *Providing actionable feedback on professional development implementation and implementation of identified strategies*
- *Overseeing the budget*
- *Ensuring that the school administrator communicates regularly with stakeholders on the progress made towards achieving SPSA goals*

Directors review and approve the School Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Directors conduct performance dialogues with their network principals to review the academic progress of all students and focus on monitoring implementation of the School Plan for Student Achievement and analysis of student data as evidence of school progress.

Directors may describe additional services and support provided to the school's instructional program in the box below:

COSA will provide targeted school-wide PD support of LD Signature ELA/ Math Strategies, CFA and aligning human and fiscal resources to monitor progress of student body.

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10246 10246 - DIFF INSTL COACH SEC	<input type="checkbox"/>	110004	0.00 931	0.00 0	0.00 0	0.00 509	0.00 1,440
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00 3,488	0.00 0	0.00 0	0.00 0	0.00 3,488
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	110002	0.00 2,992	0.00 0	0.00 0	0.00 0	0.00 2,992
10600 10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	1.00 18,599	0.00 0	0.00 0	0.00 0	1.00 18,599
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	190004	0.00 1,550	0.00 0	0.00 0	0.00 0	0.00 1,550
117361 117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 122,487	0.00 0	0.00 0	0.00 0	1.00 122,487
13297 13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 60,998	0.00 0	0.00 0	0.00 0	1.00 60,998
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
14494 14494 - ENG LRN(EL)COACH-SEC (3 Hrs / 5 Days)	<input type="checkbox"/>	110001	0.00 0	0.00 0	0.00 0	1.00 38,731	1.00 38,731
27785 27785 - COMMUNITY REP C (3 Hrs / 5 Days)	<input type="checkbox"/>	290001	1.00 11,126	0.00 0	0.00 0	0.00 0	1.00 11,126
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	340101	0.00 0	0.00 0	0.00 0	0.00 -3,847	0.00 -3,847
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	370101	0.00 0	0.00 0	0.00 0	0.00 -1,334	0.00 -1,334

40127	<input type="checkbox"/>	430001	0.00	0	0.00	0	0.00	1,613	0.00	0	0.00	1,613
40127 - GEN SUPPLIES TECHNO												
40269	<input type="checkbox"/>	430010	0.00	3,949	0.00	0	0.00	0	0.00	0	0.00	3,949
40269 - SUPPLMTL INSTRL MAT												
50002	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	5,000	0.00	0	0.00	5,000
50002 - CONTR INSTRL SVC												
40239	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	1	0.00	1
POTENTIAL FNDING VAR												
40239	<input type="checkbox"/>		0.00	0	0.00	0	0.00	460	0.00	0	0.00	460
POTENTIAL FNDING VAR												
40239	<input type="checkbox"/>		0.00	11,221	0.00	0	0.00	0	0.00	0	0.00	11,221
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	4	0.00	4
PENDING DISTRIBUTION												
Total			6.00	472,605	0.00	0	0.00	7,073	1.00	34,064	7.00	513,742

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of SPSA**
 - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

Submit to Principal's Portal:

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

Submit via Email

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

Retain at the School:

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