

Los Angeles Unified School District
Single Plan for Student Achievement

2018-2019

Implementation

DODSON MS (1811001)



Superintendent
Austin Beutner

Board Members

Mónica Garcia, Board President

Dr. George McKenna III

Scott M. Schmerelson

Nick Melvoin

Dr. Ref Rodriguez

Kelly Gonez

Dr. Richard A. Vladovic

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SCHOOL IDENTIFICATION

School Name: DODSON MS (1811001)

Local District: S

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

For additional information on our school programs contact the following:

Principal: ZARRO MARTINEZ, DIANA M

E-mail address: dzarro@lausd.net

SPSA Designee: CAREY, THOMAS Position: ADVSR, CTEGORCL PGM

E-mail address: thomas.carey@lausd.net

School Address: 28014 MONTEREINA DR, RANCHO PALOS VERDES, CA 90275

School Telephone Number: 3102411900

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

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

JOHN VLADOVIC



08/24/2018

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

Local District Superintendent or designee	JOHN VLADOVIC <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>08/24/2018</u> <i>Signed Date</i>	
Local District EL Compliance Coordinator	HELEN CHOI <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/21/2018</u> <i>Signed Date</i>
Local District PACE Administrator	THERESA ARREGUIN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/14/2018</u> <i>Signed Date</i>
Local District Title I Coordinator	ROBERT OYE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>08/24/2018</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 *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

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

Committees	Date(s) of recommendation	Chairperson	
		Typed Name	Signature
English Learner Advisory Committee (ELAC) <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)	03/22/2018	Javier Beltran	Please sign here

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:

04/03/2018

School plan approval appears in SSC Minutes.

Date

Attested:

Ester Hatch

 Typed name of SSC chairperson



 E-Signature of
 SSC chairperson

04/03/2018

 Date

Please sign here

ZARRO MARTINEZ, DIANA M

 Typed name of school principal



 E-Signature of
 School principal

04/03/2018

 Date

Please sign here

Please print this page and sign.

2018-2019 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:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u>768,681</u>
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$ <u>117,314</u>
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$ <u>12,639</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u>0</u>
Total amount of categorical funds allocated to this school: \$ <u>898,634</u>	

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.)

Dodson Middle School students use their knowledge and skills to excel in a competitive, diverse, and changing world and to make positive contributions to society.

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?)

Dodson Middle School teaches academic skills and character traits that prepare all students for higher education as well as the 21st century job market.

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/>

Dodson Middle School is located in Rancho Palos Verdes (RPV), a city in Los Angeles County. Rancho Palos Verdes is considered an affluent suburb of Los Angeles. It has over 42,000 residents. Its reported resident composition is: White (61.7%), Asian (29%), Hispanic or Latino (8.5%), African American (2.4%), and Native American and Other Pacific Islander (0.3%).

The school was opened in 1960 at its present location. It was originally part of the city of San Pedro, but due to annexation issues the school's location caused it to eventually become a part of RPV. It is important to note that although the school is located in Rancho Palos Verdes, it is not associated with the city's school district; Instead, Dodson remains an educational institution of the Los Angeles Unified School District (LAUSD). Enrollment in the school's Gifted/High Ability Magnet Program and School for Advanced Studies (Main Program), requires many students to be transported via school busses and by privately owned vehicles because they reside in various cities throughout Los Angeles County (e.g., Los Angeles, Gardena, Lomita, Wilmington, Huntington Park, Carson, and Harbor City). Although the school is located in RPV, an affluent suburb of Los Angeles, 69.27% (SY 2017-2018) of Dodson's students come from economically disadvantaged homes.

Dodson's elementary feeder schools include Taper Avenue Elementary School, Park Western Place Elementary, Crestwood Street Elementary School, Bandini Street Elementary School, Lomita STEAM Magnet School and Harbor Gifted Magnet Elementary. Upon completion of Grade 8, Dodson's students primarily attend San Pedro High School, Banning High School, and Nathaniel Narbonne High School.

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

Dodson provides a configuration comprised of a main school, Gifted-High Ability Magnet school and School for Advanced Studies for grades six, seven, and eight. Most courses and sections are taught with a team configuration, however for certain courses, i.e., Algebra, Geometry, CPM Math, Bridge to Algebra and AP History, students are scheduled based on the course and not by the team. For the Fall of 2018, Dodson will open a Visual and Performing Arts Magnet School beginning with about 100 grade six students, sixty grade 7 students, and 30 grade eight students.

3. Indicate student enrollment figures:

Of the 1,696 students, 787 are enrolled in the Main Program and 909 are enrolled in the Gifted/High Ability Magnet program.

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

As a school-wide Title I program, Dodson ranked 660 in LAUSD and decreased its student eligibility for free and reduced lunch from 69.27% in October of 2016 to 66.69% in October of 2017.

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

2.12% of the school's student population is identified as English Learners (ELs). These students are further categorized by English proficiency: Beginning (8), Early Intermediate (13), Intermediate (1), Early Advanced (13), and Advanced (1)

The ethnicity of Dodson's students is categorized as follows: American Indian or Alaska Native (0.2%), Asian (5.8%), Black(13.3%), Filipino (7.3%),Hispanic (61.4%), Pacific Islander 1.1%), and White (10.8%)

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:

Dodson effectively informs appropriate stakeholders about student achievement, including parents and the school community. Throughout the school year, stakeholders are updated on student progress through a variety of media. First, students and parents receive grade reports for all assigned classes at the five, ten, and fifteen week periods, with a final grade at the twenty-week semester end. Five and fifteen week grades are handed to students to take home while the ten and twenty-week grades are mailed out.

In between grading periods, teachers use a variety of methods for communicating progress to parents. The school purchases agenda planners for all students, so that these can be used daily to log assignments and deliver short messages and reminders about student output. Dodson also utilizes the district's Schoology, which contains a communication feature to inform parents of the most current student grades and attendance that includes a parent aspect attached to it called PASSPORT. All teachers have access to this program, which allows them to communicate between school and home. Parents, students, counselors, coordinators, and administrators have access to Schoology. This website allows the communication between the school and home. During orientation as well as during the school year (i.e. Back to School Night) parents and students are trained on how to set up and access LAUSD PASSPORT. In addition to Schoology, the Dodson staff also uses Blackboard Connect, which makes phone calls with messages to selected parents.

During the first ten weeks of each semester, Dodson holds school-wide parent conferences. Back to School Night is scheduled in the fall semester and Open House in the spring. A clerk in the Counseling Office is assigned to make appointments for parents who call in any time during the year. Parents may meet with teachers or counselors in person or by telephone. They may also shadow their students during the day or observe specific classes upon request.

Finally, appropriate stakeholders are given access to school-wide data through the LAUSD and CDE websites as well as the local newspaper and electronic news agencies. Parents receive the SBAC scores for their students from the state in the summer, and counselors are available to explain the results to parents during the Back to School Night event at the opening of the year. The School Accountability Report Card (SARC), with disaggregated for the entire school, is mailed to all parents annually. The SARC is available throughout the year online through LAUSD.net. In addition, data is shared with the school community during presentations with elementary parent during articulation events.

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 type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input checked="" type="checkbox"/> | Extended School-Based Management Model (ESBMM) |
| <input type="checkbox"/> | Local Initiative School (LIS) |
| <input type="checkbox"/> | Pilot School |
| <input 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"/> | Reed |
| <input checked="" type="checkbox"/> | Professional Learning Community (PLC) |
| <input type="checkbox"/> | Small Learning Community (SLC) |

Other important characteristics of the school:

Shared leadership (Disciplinary and Interdisciplinary Leads, Coaches/Coordinators, and Department Chairs)

*Development of Teacher Leaders to lead professional development and collaboration during Common Planning Time

*Open-Door policy and weekly principal meetings to discuss issues

*Increased focus and structure during Common Planning Time

*Partnership with Writer's Workshop Experts from Columbia University, Kagan Coach, and a Mathematics Consultant from CPM.

*Commitment by faculty to continue ongoing coaching and professional development to ensure student academic discourse through the use of Kagan Cooperative Learning Structures

*Effective/appropriate allocation and use of funding

*Regularly scheduled Local School Leadership, School Site Council, and ELAC meetings

*Budget allocation to purchase numerous Support Staff positions to meet the various needs to students

*There is successful collaboration among parents, volunteers, and staff in preparing the college and career events on campus

*College month is held on campus. Banners, informational sessions after school, and exposure through school wide door decorating and t-shirt month is accessible to all stakeholders

*Identified core content teachers utilize AVID strategies that are also used in high school classroom settings.

*Students participate in afterschool organizations and activities on campus that complement the rigorous and relevant curriculum found in the core content areas.

*Students' use of checklists and rubrics empowering them to monitor their own learning.

*All Core content teachers have created common formative assessments and scoring rubrics. They meet regularly with their designated academic coaches to examine student

assessment data and refine their teaching practices.*There is a cohort of teachers that have implemented Mastery Learning and Grading.

*There is an ongoing focus on writing in the core content areas with an emphasis on claim and evidence in informational writing. In comparison to previous years, content classes in history and science

are assigning more short-constructed writing assessments to monitor and grade learning.

*Counselors meet regularly with students to develop and monitor ICPs.

*Homeroom meetings are used to present the college and career readiness standards as well as the school-wide learner outcomes to students.

*A well trained support staff team has taken on the task of organizing the various annual test, including SBAC, Interim Assessment Blocks (IABs), and CMA, California Alternate Assessment (CAA), PSAT, National Assessment of Educational Progress (NAEP), Fitness Gram, and mathematics end of course exams.

*Additional support staff analyzes and monitors student progress as well as offering interventions and home visit follow-up (PSA, PSW, College and Career Coordinator, dean, Bridge Coordinator, Magnet Coordinator, school psychologist, Community Rep.)

*Academic coaches support teachers through Common Planning Time trainings and the modeling of effective teaching strategies.

*Active Parent Booster Clubs

*Monthly lunchtime activities that promote school spirit and the District's Foundation Policy's Guiding Principles.

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 research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	<p>10/5/17 SPSA Evaluation was discussed and reviewed from 2016-217. 100% Graduation MO was met with 63% understanding A-G courses and 21% of ELs scoring Nearly Met on the SBAC in ELA. Student attendance met the goal with 84% attending 96% of the time. Dodson did not meet the school wide ELA and Math M.O.s . MyData and attendance information was discussed. Reviewed Math goals with suggestion that the goal was high. Approved budget transfer 7S046 of pending allocation to PDR and PDX. Approved translation equipment 7E046 \$1202.</p> <p>11/2/18 Budget savings of \$32,917 for 1 day nursing not being filled by the district. Budget savings from AVID ED Aide for late start date of \$,2976. Non-cap and general supplies technology budget approval for \$11,262. Laptop request for \$2100.</p> <p>12/7/18 Mid-year review of progress towards SPSA goals. Analyzed data of S.E.S. and discussed ELAC update.</p>	10/05/2017, 11/02/2017, 12/07/2017, 02/01/2018, 04/03/2018

	<p>2/1/19 Reviewed SPSA Goals and SPSA writing and budget timeline. Reviewed SPSA Evaluation of measurable objectives from 2016-2017 with data from end June 2017 , Review Expenditures for 2017-2018. Review M.O.s 2017-2018. Provide approach for SPSA vs. budget and timeline of each. Provide SBAC data. Approved budget requests curricular trips \$4,079, Software Lic. Maint \$498, SIM \$2,044, Maint. of Equip. \$900 and PDX 94 hours.</p> <p>4/3/18 Reviewed ELA and Math SBAC scores from My Data website to set goals for Parent Compact. Reviewed SBAC Math and ELA scores broken down by subgroups: grade, SWD, Language and Ethnicity, as well as attendance data. SSC discussed data sources including Results of the 2016-2017 school experience survey.</p> <p>The committee reviewed and discussed ELAC Recommendation to “approve the Budget as is or to proceed with changes, if necessary.” Members were given time to review and discuss the 2018 – 2019 SPSA as presented. A motion to approve the 2018 – 2019 SPSA was made by R. Moser, Member. The motion was seconded by C. Valle, Member. The results were nine in favor, zero opposed, and zero abstentions. The motion carried.</p> <p>Members were given time to review and discuss Budget Allocations for 7S046, 7T124, and 7E046 as presented for SY 2018-2019. Each item was explained at length to the Committee by D. Zarro, Principal. A motion to approve the 7S046 Budget as is or to proceed with changes, if necessary was made by R. Moser, Member. The motion was seconded by S. Gretina, Secretary. The results were nine in favor, zero opposed, and zero abstentions. The motion carried.</p> <p>A motion to approve the 7T124 Budget was made by C. Valle, Member. The motion was seconded by D. Montoya, Parliamentarian. The results were nine in favor, zero opposed, and zero abstentions. The motion carried.</p> <p>A motion to approve the 7E046 Budget was made by S. Gretina, Secretary. The motion was seconded by R. Moser, Member. The results were nine in favor, zero opposed, and zero abstentions. The motion carried.</p> <p>The School Site Council received recommendations dated March 22, 2018 from the English Learner Advisory Committee and discussed them at the meeting held on April 3, 2018. A motion to proceed with ELAC recommendations was made by R. Moser, Member, and seconded by B. Andersen, Member. The results were nine in favor, zero opposed, and zero abstentions. The motion carried.</p> <p>The 2018 – 2019 SPSA was presented to the council by D. Zarro, Principal and the Title 1 Coordinator. Information was reviewed. An opportunity to provide feedback and make final recommendations before adopting the Single Plan was provided to the members. Discussion was held regarding the SPSA. Motion made by R. Moser, Member and seconded by C. Valle, Member. The SPSA passed with nine members in favor, zero members opposed and zero abstentions. The SPSA was approved.</p>	
<p><input checked="" type="checkbox"/> Other: ELA and Math Leads and Coaches, TSP Coordinator, ELA Dept. Chair, Math Dept. Chair</p>	<p>ELA leads, the ELA Coach, The TSP Coordinator and ELA Dept. chair met to review prior MOs from 2016-2017. While reviewing the SPSA Evaluation, they look over data from SBAC scores to discuss and create MOs for 2018-2019. This helped to formulate ideas for expenses and needs that were used to present to SSC.</p> <p>The Math leads, Math coach and Dept. chair met to review prior MOs from 2016-2017, review data from SBAC scores to create MOs for 2018-2019.</p>	<p>02/09/2018</p>
<p><input checked="" type="checkbox"/> Other: Social Emotional Learning Team</p>	<p>They met to discuss key findings by reviewing the SPSA Evaluation. They discussed and wrote measurable objectives for the SPSA.</p>	<p>02/09/2018</p>

English Learner Advisory Committee

11/9/17

Mrs. Marquez presented to parents the Power Point presentation on the Importance of School Attendance in which she covered the following topics: Why attendance is Important., WHAT IS EXCELLENT ATTENDANCE:, KEY TO A SUCCESSFUL FUTURE:, WHAT DOES GOOD ATTENDANCE LOOK LIKE:, EFFECTS OF ATTENDANCE ON ACADEMIC ACHIEVEMENT: Benefits of Regular Attendance:

An ELAC Recommendation was made to the School Site Council on the Importance of School Attendance. The recommendation made by one of the parents, Ms. Gutierrez, states that students should be given a trophy at the end of the school year to motivate students to attend school. By giving them recognition the attendance rate will increase.

The justification is to decrease the number of EL and LTEL students who leave early or come to class tardy. There will also be individual recognition for the top students. Mrs. Rosa Gutierrez motion this recommendation to SSC. Ms. Matilde Mendez second the motion. Recommendation to be made to School Site Council at the next schedule meeting approved.

Mrs. Barajas reviewed with parents the Single Plan Objectives for the school year. This includes the Annual Measurement Objectives for the school survey, increase in SBAC results for Math and ELA for EL's., attendance rates, whether the school met the measurable objectives this past school year, Reclassification rate of 31%., parents feeling welcomed according to the School Survey, parents completing school survey percentage, and parent involvement,

12/14/17

ELAC met and reviewed and analyzed the School Experience data and conducted the comprehensive needs assessment.

Ms. Aiello talked about the purpose of the Comprehensive Needs Assessment – identify the areas of success of need based on data, evaluate the effectiveness of specific programs, gather opinions and comments from all members, and identify parent needs. She informed parents that the plan is divided into two parts. Mr. Carey, Title I Coordinator, is still gathering information.

An ELAC Recommendation was made to the School Site Council on the Needs Assessment. Parents would like workshops that would include the following topics: Motivational Strategies for Parents and Students, organizational strategies, Field Trips to Community Colleges, and note-taking strategies.

Mrs. Aiello on behalf of Mr. Vladovic informed parents that Math and ELA Intervention will begin on February 3. We also provided Homework Assistance on Mondays and Wednesdays from 3:10 – 4:10pm. Late Buses are provided. Saturday Intervention classes started on February for all grades.

1/19/18

ELAC met to review CELDT results and SBAC scores. They recommended to offer Saturday math workshops presented by a math teacher for each grade level in order for parents to acquire math strategies to help EL students to be successful in their math classes.

1/25/18

Mrs. Marquez-Prueher presented the Single Plan for Student Achievement. She explained to parents what is the Single Plan for Student Achievement. What process is used to determine the needs. We are here to inform them on the different components of previous years data in ELA and Mathematics, English Learners, Student, Staff, Parents, Community Engagement, Attendance, and

11/09/2017,
12/14/2017,
01/25/2018,
03/22/2018

Suspension/Expulsions. Mrs. Marquez-Prueher reviewed the objectives of the SPSA. Mrs. Marquez-Prueher reviewed the SPSA Components and explained to parents that it is a continuous cycle and the plan is reviewed every year. The following are the SPSA components she explained to parents:

- District and School Information
- Impact of the Previous Year's SPSA and Recommendations
- Comprehensive Needs Assessment (We reviewed last month)
- Comprehensive Needs Assessment/Self Review Process
- Goals
- Title I Required Components for Implementation
- Local District Monitoring
- 2017-2018 School Level Plan for use of Targeted Student Program TSP Funds
- School Review Process
- Budget Summary
- Attachments

The Comprehensive Needs Assessment was reviewed. Mrs. Marquez-Prueher informed parents that the School Report Card is a grade for school. The answers to the Home Experience Survey from staff, students, and parents become a part of this report. The SPSA Goals were explained to parents. ELAC's role and responsibilities were explained to parents. Dodson's Measurable Objective for EL programs was reviewed. The SBAC data from 2016-2017 was reviewed, including CELDT, SBAC, and School Experience Survey Results.

After reviewing the data parents were engaged in completing the English Learner Programs Measurable Objective Activity, parents discussed their findings and gave their suggestions.

3/22/18

ELAC reviewed categorical budgets and goals of the SPSA. Recommended approval of Dodson's categorical budgets for 2018-2019 on 3/22/18 to SSC.

**Los Angeles Unified School District
2018-2019 Single Plan for Student Achievement**

ACADEMIC GOAL — 100% GRADUATION

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

<input type="checkbox"/>	CELDT
<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 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 school's graduation rate based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

Based on 2016-2017 data:

Attendance Rate = Percentage of Students at 96% and Above (Prof/Adv) is 76.0% of students attended 96% of the time. Number of Students at 96% and Above (Prof/Adv) is 1,433.

Attendance decrease from 98.2% cumulative attendance in August to 96.7% in May.

1) An increase to 63% of student respondents stated that they were aware of which A-G courses they needed to pass with a 'C' or better to get into college. This is an increase of 24% from 39%.

2) 76% of Dodson students attended school 96% of the Time. This is an increase of 1% from 75% when compared to the 2015-2016 data.

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

Dodson is still 2% lower than the Local District and 3% lower than the District for student respondents that are aware of which A-G courses are required to pass with a C or better to get into college. Events such as the earthquake in Mexico, the fear of DACA, flu season, and extended vacations were the root causes/ underlying issues related to the key findings for areas in need of improvement.

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

Since Dodson's Initial Accreditation Status of one year with WASC, Dodson has now entered the Self Study phase and has implemented homeroom activities that focus on each of its six School-wide Learner Outcomes. Each month students take part in a self-rating of each of the components of each S.L.O. as well as respond or address problems related to that month's SLO. This has increased student awareness and knowledge of their future orientation related to A-G courses.

Dodson is now in its third straight year of employing both a Pupil Service and Attendance (PSA) Counselor as well as a Psychiatric Social Worker (PSW.) Previously the PSA provided monthly incentives, and now currently, the homeroom challenge has been focusing on the attendance achievement by instructional day (the district's 25 day cycle.) The homeroom challenge provides incentives to homerooms with outstanding attendance. The PSW provides mental health support and holds group counseling sessions that have all helped to contribute to the increase of the school's improvement of student attendance.

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

Dodson's key support for 100% graduation will deal with strategies that affect the improvement of student success while also targeting ELA, Math and Social/ Emotional Goal areas.

State the School's Measurable Objective(s) for 2018-19 *Required if this Goal is addressed.

*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

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 : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

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

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

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
2018-2019 Single 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"/>	CELDT
<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 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 type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to student proficiency in English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). ***Required**

Based on 2016-2017 Smarter Balanced Assessment Criteria data:

- 42% of Dodson Middle School's students received a Not Met/Nearly Met Standard Achievement Level for English Language Arts in Grade 6
- 35% of Dodson Middle School's students received a Not Met/Nearly Met Standard Achievement Level for English Language Arts in Grade 7
- 39% of Dodson Middle School's students received a Not Met/Nearly Met Standard Achievement Level for English Language Arts in Grade 8

SWDs performed at 8% meets/ exceeds standard in ELA for 2016-2017.

EL students performed at 2% meets/ exceeds standard in ELA for 2016-2017.

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

- 1) SBAC data reveal that a large number of students did not perform well in the area of reading. As such, strategies for improving students' understanding of text structures and features as well as language use will be developed and practiced school-wide.
- 2) Professional development has been provided to promote writing across the curriculum, but the practice of reading and research has been inconsistent. Interdisciplinary teams will increase writing across the curriculum allowing students to apply literacy skills across all disciplines.
- 3) Instructional rounds have been practiced in only the Math and Science departments. ELA and History teachers will conduct peer observations to gather data on how well students are understanding the concepts in order to refine the lesson and improve student achievement.
- 4) There is a need to broaden the strategies suggested in Writer's Workshop as it relates to reading and train and assist ELA teachers, aides and resource teachers. This will strengthen Dodson's approach to help students' stamina, volume and independence in both reading and writing, which will inevitably show in SBAC data.

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

Dodson is on track to meet its measurable objective because of the regular use of "On Demand" assessment throughout the English department. This type of assessment mimics the Smarter Balance assessment by asking students to produce a certain level product independently. Students learn to independently conduct research and engage in the writing process. It is our belief, that as students continue to practice research and writing throughout their time at Dodson, their skill for critical reading and writing skills will improve. Strategies like working backwards and curriculum design helps increase the use of strategies that that positively affect its students. In addition, Units of Study as well as the use of Kagan for speaking and listening have contributed to Dodson's success.

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

We did not meet the measurable objective of 65%, but we are still on track because we are looking at data to inform our instruction and to make incremental gains using multiple assessments such as Read Theory and Running Records as our common formative assessment. We will be targeting specific student populations (ie: ELs, SWDs, GATE, AVID) for case studies and be able to provide needed in-class and out-of-class interventions.

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 2018-19 *Required if this Goal is addressed.

By June 2019, school-wide ELA scores will increase by 4% in meets/exceeds standard from 61% in 2016-2017 to 65%.

ELA scores for Students with Disabilities (SWD) will increase 2% in meets/exceeds standards from 8% in 2016-2017 to 10% by June 2019. The goal was 5% in the previous school year, and we are looking to have a 2% growth. Since we already met the 5% goal, which put us at 8%, a 2% increase is attainable.

ELA scores for English Learners (EL) will increase 2% in meets/exceeds standards from 2% in 2016-2017 to 4% by June 2019. The population of English Learners have decreased since Oct of 2018 (Fall Census) when 39% of our students reclassified. This goal is in relation to SBAC.

*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
<p>Staff conference attendance will allow for teachers to attend: The Kagan Conferences (To learn various Cooperative Learning Strategies); Kagan Coaching Conferences (Teachers attend Conference to be a school site Kagan Coach); Adaptive Schools (to develop the collective identity and capacity of organization members as collaborators and inquirers and leaders); National Council of Teachers of English (To receive strong strategies and best practices for teaching literacy, language, and composition. They learn new ideas for delivering instruction that engages students and addresses the most pressing needs within the school and district); Columbia University Teachers College Reading & Writers Workshop Institute (consecutive day trainings to implement reader and writer workshops); Google Summit (Events that focus on deploying, integrating, and using G Suite for Education and other Google Tools to promote student learning in K-12 and higher education), AVID Summer Institute and conferences (AVID staff learn various strategies to support students. Professional development at the AVID conference where they will learn research-based strategies and curriculum with training and methodologies that develop students' critical thinking, literacy, and writing skills).</p>	<p>08/13/2018 06/28/2019</p>	<p>Principal will meet with teachers and staff attending training and conferences to plan the PD they will present. Teachers will report ideas to department chairs who will demonstrate and model the instructional strategies to the teachers within their respective departments.</p> <p>Administrators and Kagan Coach(es) will conduct non-evaluative observations of the the teacher implementing Kagan Cooperative Learning structures.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Cornelius Minor (Contracted Instructional Services) will provide PD to support deep and wide literacy reform through the use of students' experiences with technology and to recruit students' engagement in reading and writing while increasing teachers' engagement in communities of practice.</p> <p>The Units of Study (Contracted Instructional Services through Teachers College at Columbia University) curriculum requires students to craft narrative, informational, and argumentative writing by way of generating ideas, using genre specific structures, developing elaboration and craft techniques, and evaluating and revising their writing. The curriculum utilizes the structure of Writer's Workshop and provides students with ample opportunities to develop written and verbal literacy skills that are essential for academic success not only in the English discipline but in all disciplines in academia.</p> <p>Units of Study also helps students explore debatable claims through reading informational text to gather facts and evidence to support a claim. When researching, students evaluate the credibility, relevance, accuracy, authority, and purpose of various forms of media. Units of Study provide a narrative unit that allow students to create imagined experiences and convey real events that can address issues that deeply affect the planet and its inhabitants. Furthermore, being an effective communicator through written and/or verbal expression is important for career and real world settings. Units of Study provides, "on demand" writing prompts to help students practice communication skills that will assist them in the real world, whether it is to complete a college entrance exam or a professional application for work.</p> <p>The Units of Study curriculum also provides the opportunity for teacher/student writing conferences, in which students self assess their writing and revise their work while looking at small segments or chunks of their writing focusing on a targeted skill. Students learn to identify their specific areas of need and are able to reflect on their own writing and thinking. Teachers provide immediate, specific feedback that can be used by the student to reinforce the targeted skill in that moment to further hone their craft as the writing process continues.</p>	<p>08/13/2018 06/07/2019</p>	<p>ELA teachers will analyze student data from the Pre and Post On-Demand Writing assessments and Culminating Tasks for each unit in ELA and Common Formative Assessments in other content areas and will set growth targets based on student achievement. The ELA coach, Disciplinary instructional leads will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>
<p>Teacher X-Time (NON TUTOR) will allow for ELA and History teachers (20 hours) to lesson plan for instructional rounds and debrief the observations of co-constructed lessons, review SHEG (Stanford History Education Group) lessons (lessons that start with a compelling question, provides primary evidence, and asks students to use historical thinking skills to solve the problem, as well Units of Study, a writing curriculum that is comprised of mini- lessons. Finally, teachers will review student work to include but not limited to the analysis of Common Formative Assessment (CFA) and Instructional Assessment Block (IAB) data.</p>	<p>08/13/2018 06/07/2019</p>	<p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores.</p> <p>The ELA coach, instructional specialist, and instructional leads will monitor progress and evaluate progress using Common Formative Assessments for History and ELA, IABs, Pre and Post On-Demand Writing assessments and Culminating Tasks for each unit in ELA and lead a data analysis with the rest of their respective department members.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher release days will allow teachers to attend PD for Focused Note Taking. Focused Note Taking will allow teachers to help students organize and process data, as well as help their peers problem solve. Focused Note Taking stimulates critical thinking and helps students prepare for tests and helps them be College and Career Ready.</p>	<p>09/03/2018 12/07/2018</p>	<p>Principal, AVID teachers, and CPA will oversee the participation of students and evaluate progress. AVID teachers will use the Looking at Student Work Protocol to analyze students' notes and measure effectiveness using the Note-Taking Rubric. The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better.</p>
<p>Teacher X-Time (NON TUTOR) will provide time for ELA and History teachers to attend: Kagan Conferences (To learn various Cooperative Learning Strategies); and Kagan Coaching Conferences (Teachers attend conference to be a school site coach), Columbia University Teachers College Reading & Writing Conference (consecutive day trainings to implement reader and writer workshops) , Google Summit (Events that focus on deploying, integrating, and using G Suite for Education and other Google tools), AVID Summer Institute and AVID conferences (staff learn various strategies to support thinking, literacy, and writing skills), and CATE conference (to learn strategies for improving the achievement of at-risk students including SWDs and EL students).</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal will meet with teachers and staff attending training and conferences to plan the PD they will present. Teachers will report ideas to department chairs who will demonstrate and model the instructional strategies to the teachers within their respective departments.</p> <p>Administrators and Kagan Coach(es) will conduct non-evaluative observations of the the teacher implementing Kagan Cooperative Learning structures.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher Release Day will allow for teachers to attend PD during the regular assignment so that they will be able to provide their students with a more effective curriculum that meets CCSS by allowing them to learn from experienced teachers. This will include Instructional Rounds and conferences. The AVID conference (and summer institute) will allow teachers to participate in professional development at the AVID conference where they will learn research-based strategies and curriculum with training and methodologies that develop students' critical thinking, literacy, and math skills. Teacher Release Day will allow teachers the time to attend a Focused Note Taking PD as well as Instructional Rounds to observe other teachers. Focused note taking helps students organize and process data, as well as help their peers problem solve. Focused Note taking stimulates critical thinking and helps students prepare for tests and helps them be College and Career Ready. November 2018-March 2019. Teacher Release Day will allow for teachers to attend PD during the regular assignment so that they will be able to provide their students with a more effective curriculum that meets CCSS by allowing them to learn from experienced teachers.</p> <p>Attendance at Kagan PD, Level 2 Day 5 will allow teachers to learn instructional strategies for their students to put content into the correct memory systems by training teachers to create the memories they want students to create to increase the retention of the lessons taught. Teachers will match the correct memory system to help their teaching be more efficient.</p> <p>Teacher Release Day time will allow for History and ELA teachers to attend PD and data analysis during the regular assignment so that they will be able to provide their students with a more effective curriculum that meets CCSS. Teachers will use a checklist to Assess Student Writing/Norming a Rubric for LASW Protocol. Teachers will use a LASW Protocol after they administer the Collaborative Assessment. Teachers will focus on the importance of the criteria and will compare student data. Experienced teachers will model lessons for beginning teachers and review student data together. Teachers will review and discuss the first completed round of collaborative assessments.</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal will meet with teachers and staff attending training and conferences to plan the PD they will present. Teachers will report ideas to department chairs who will demonstrate and model the instructional strategies to the teachers within their respective departments.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>
<p>Dodson Middle School has assessment and monitoring systems in place to determine student progress towards achievement of the academic standards, the college-and-career readiness standards, and school wide learner outcomes. One component of this system involves Department chairs and Disciplinary lead teachers conducting professional development for their groups during Common Planning Time where they analyze student performance data, look at student work, design common assignments, align grading practices, and collaborate on lesson designs to support academic language, literacy and writing across all disciplines. Although Lead teachers and Department chairs meet with the academic coaches and other support personnel to prepare their presentations, there is still a need for them to be effective collaborators, inquirers, and leaders. As such, PD opportunities (i.e., Adaptive Schools, Teacher X-Time ;NON TUTOR) for training outside of regular school hours) should be sought out that provide them with tools to develop collaborative groups.</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal and lead teachers will collaborate with department chairs to oversee participation of teachers and evaluate progress.</p> <p>Instructional Leads will use the Looking at Student Work Protocol to guide their respective teams to analyze Common Formative Assessments and the Student Behavior Log to document observational data about specific students who are identified as "at-risk". Members of WASC Focus Group A will analyze student work for each School-wide Learner Outcome.</p>
<p>Categorical Program Advisor will facilitate the analysis of data among stakeholders to identify school goals and student achievement on the SBAC in ELA. The CPA will ensure Federal compliance regarding categorical funding and advisory committees focusing on instructional objectives.</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal will monitor CPA activities through logs, meetings, and updates on student data.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELA teachers will participate in activities such as analyzing student data, observing best practices, lesson planning and creating common formative assessments. (Teacher Release Day 10 days @ \$462 per day) Teachers and Staff will reproduce common formative assessments, study guides, and ELA intervention lesson materials.</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal and Literacy Coach and Department chair will coordinate observations and meetings and evaluate progress.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>
<p>Teacher X-Time NON TUTOR will allow teachers to learn instructional strategies for their students to put content into the correct memory systems by training teachers to create the memories they want students to create to increase the retention of the lessons taught. Teachers will match the correct memory system to help their teaching be more efficient.</p> <p>Kagan instructional strategies support the Writer's workshop structure that requires active engagement between and among students which will help increase school-wide ELA SBAC scores by 2% in meets/exceeds standard from 61% in 2016-2017 to 63% by June 2019.</p>	<p>09/03/2018 05/31/2019 New</p>	<p>Principal will meet with teachers and staff attending and teachers will report ideas to department chairs.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>
<p>Teacher Coordinator Differential will allow for teacher to facilitate the analysis of data among stakeholders to identify school goals and student achievement on the SBAC in ELA. The teacher will evaluate SBAC scores with department chairs.</p>	<p>08/13/2018 06/07/2019 New</p>	<p>The principal will monitor the teacher's activities through meetings and updates on student data.</p> <p>The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	30401456	N/A	117360	67,389	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	15,000	0.00	100
CE-ESSA T1 Schools(7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	15,085	0.00	100
CE-ESSA T1 Schools(7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	770	0.00	100
CE-ESSA T1 Schools(7S046)	1000	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-6,995	0.00	100
CE-ESSA T1 Schools(7S046)	1000	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,505	0.00	100
CE-ESSA T1 Schools(7S046)	2100	11622 - COORD DIFF TCHR	N/A	N/A	11622	770	0.00	100

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
The Library Aide will help guide students and teachers with text and research related to their units of study that will assist students with their on-demand writing assessments. To provide one library aide at 3 hours/ day.	08/13/2018 06/07/2019	The principal and CPA will monitor Library Aide support through meetings and student data.
A CSR Teacher will reduce class size for all ELA classes, including mainstream students, while targeting at-risk SWD and EL students scoring not met/ nearly met and nearly met on the SBAC and will assist students who struggle with reading, writing, and speaking and listening.	08/13/2018 06/07/2019	Principal, ELA department chair and ELA coach will monitor student progress and evaluate scores and student achievement.
Day to Day Subs, Benefited Absences, to cover 4 days of benefited absences for CSR Teacher.	08/13/2018 06/07/2019	Principal, ELA department chair and ELA coach will monitor student progress and evaluate scores and student achievement.
Education Aide III (AVID) will provide support to the AVID teacher and work directly under the supervision that teacher to help assist with instructional reinforcement activities with students in the Advancement Via Individual Determination (AVID) Program. To provide two different aides for 3 hours/ day in different rooms possibly at the same time, depending on the master schedule. Three separate positions at 3 hours each per day.	08/13/2018 06/07/2019	Principal, AVID teachers, and AVID adviser will monitor Education Aide III (AVID) through meetings and student data.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To supplement the CORE instructional program and to improve the academic achievement of SWD and EL students and at-risk students in the AVID program, curricular trips will be scheduled to UCLA, USC, and other Junior colleges such as El Camino, L.A. Harbor College, Santa Monica, Los Angeles City College, Long Beach City College, to promote a college going environment, motivate and promote students to pursue higher education, and learn the benefits of going to college. The trip will increase their awareness and understanding of the enrollment and application process of process in four-year colleges. Their participation will help them become educated and responsible participants and leaders in a democratic society. Students will be exposed to real world college aspects and the importance of attendance in school to meet such requirements for college.</p>	<p>08/13/2018 05/31/2019 New</p>	<p>Principal, AVID teachers, and CPA will oversee the participation of students and evaluate progress.</p>
<p>To supplement the CORE instructional program and to improve the academic achievement of at-risk students, curricular trips will be scheduled to the CA Science Center (to gain hands-on experiences related to the NGSS), Museum of Tolerance (allow students to explore exhibits that expose them to the dynamics of prejudice and discrimination historically and today), Cal State Long Beach (to promote higher education and provide experiences of college campus), LACMA (to engage students in discussions focusing on art that aligns with the state content standards for history/social science, ELA and CCSS,) Point Fermin Education Center (allow students to explore ocean and marine environments through hands-on STEM experiences aligned with NGSS and ELA CCSS,) Getty Museum, and Getty Villa (allow students to explore elements of art and allow them to discover how to evaluate and defend their role in the composition of a work of art while addressing social science and ELA standards,) JPL (Jet Propulsions Laboratory/ NASA), and The Norton Simon. Students will learn about NASA/JPL various space exploration and Earth monitoring projects to increase their achievement in Mathematics CSS. This experience directly links with their robotics and MESA projects at school. The Norton Simon trip is designed to expose students to various artworks relevant to the time periods and social/political movements studied in their seventh and eighth grade years allowing students to better access the Common Core State Standards. This trip specifically targets EL and at-risk students by providing them with first- hand experience of sculptures, paintings, and engravings in order to build context and enrich their studies by providing a concrete reference point from which students can make connections across the curriculum in order to deepen their understanding of CCSS. Exposure to various science and technical aspects of the real world will increase their understanding of careers available with a career, technical, and college education.</p>	<p>09/03/2018 05/31/2019 New</p>	<p>Principal, teachers, and CPA will oversee participation of students and evaluate progress.</p>
<p>As a result of the following trainings, teachers will be providing effective classroom instruction: 1. Columbia University's Reading and Writing trainings (successful implementation of both the reader's and writer's workshop structure) 2. Adaptive Schools trainings (Successful implementation of collaborative strategies) 3. Kagan Cooperative Learning trainings: (Successful implementation of Cooperative Learning strategies in groups)</p>	<p>08/13/2018 06/07/2019 New</p>	<p>Principal, ELA Coach and TSP Coordinator will monitor PDs and evaluate progress.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2420	21021 - LIBRARY AIDE C1T/05 (3 Hrs / 5 Days)	30417067	N/A	21021	13,545	1.00	100
CE-ESSA T1 Schools(7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30383316	N/A	13641	111,682	1.00	100
CE-ESSA T1 Schools(7S046)		24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)	30428550	N/A	24520	11,217	1.00	100
CE-ESSA T1 Schools(7S046)		24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)	30434469	N/A	24520	11,217	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	1,450	0.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	1,434	0.00	100
CE-ESSA T1 Schools(7S046)	1000	30205 - PERS-LIBRARY AIDES	N/A	N/A	30205	1,426	0.00	100
CE-ESSA T1 Schools(7S046)	1000	24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)	30440050	N/A	24520	11,217	1.00	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
The Toshiba contract (Other Non-Instructional Contracted Services) will support all Title I, SWDs and EL students for supplemental materials and professional development. It will allow for making copies of supplemental materials. The contract provides the resources to design, implement and monitor instruction to raise the achievement of all Title I, SWDs and EL students in Common Core ELA Standards. Machines include: ESTUDIO456/ C2C223617/ COUNSELING OFFICE, ESTUDIO456/ C2D233557/ FACULTY LOUNGE, ESTUDIO456/ C2D233620/ MAGNET WORKROOM, ESTUDIO456/ C2F245766/ ATTENDANCE, ESTUDIO6540CT/ CCG211930/ MAIN OFFICE, ESTUDIO756/ CKH211006/ MAIN OFFICE COPY ROOM, HEWLASERJET4100/ USLNH31721/ LIBRARY OFFICE, HEWLASERJET 4250/ CNGXB54590/ COUNSELING, HEWLASERJET 4250/ CNGXF16813/ ATTENDANCE OFFICE, LEXT654N/ 794MR60/ MAIN OFFICE, ESTUDIO 6540CT/ CCG211930/ MAIN OFFICE	08/13/2018 06/07/2019	Principal and Magnet coordinator will monitor use of copiers and communicate with staff as necessary.
Repairs of the DUPLO equipment (Maintenance of Equipment) will provide support for Title I students and is used towards supporting instructional intervention and professional development activities. DUPLO Terminator Model DP-330Le/ MAIN OFFICE COPY ROOM	08/13/2018 06/07/2019	Principal and Magnet coordinator will monitor use of copiers and communicate with staff as necessary.
The Secondary Counselor and TSP Adviser will identify students at-risk of scoring below nearly met and met on the SBAC in ELA and provide them after school and Saturday Intervention classes. The classes will be taught by teachers on Mondays, Wednesdays and Saturdays (Tutor Teacher X-Time 69.50 hrs. @ \$77 per hr.). Saturdays will allow for a 3-hour concentrated intervention.	08/13/2018 06/07/2019	Principal, Secondary Counselor and TSP Adviser will oversee logs and instruction of intervention programs.
Intervention classes will use lessons that will focus on writing, speaking, listening using the website Achieve3000.com and Read 180 (Software License Maintenance). It will offer online assessment of student Lexile scores and lessons for them to increase their reading skills and abilities to form opinions and support their opinions from content within the article and the lessons of the website. They will be provided articles to read, activities to complete by relating back to the article and thought questions to answer backing up their opinions with facts from the article. Many of the articles will offer students information about college and careers.	08/13/2018 06/07/2019	Intervention teachers will analyze student data and set growth targets to create growth targets based on student achievement.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The website Achieve 3000 (Software License Maintenance) will be purchased for use with On Demand writing assessments in ELA will offer online assessment of student Lexile scores and lessons for them to increase their reading skills and abilities to form opinions and support their opinions from content within the article and the lessons of the website.</p>	<p>08/13/2018 06/07/2019</p>	<p>The CPA and principal will monitor implementation of intervention classes and provide teachers feedback.</p> <p>Intervention teachers will monitor student progress through student grades and assessment scores from Achieve 3000.</p>
<p>Teacher Auxiliary will reduce class sizes and provide supplemental instructional service and provide intervention during the day. An ELA auxiliary class will also be implemented for 25 students in grades seven and eight to work with them to help improve their understanding of ELA content standards.</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal and ELA Coach will monitor student progress and meet with the teacher to evaluate progress.</p>
<p>The College and Career coach will utilize multiple data points including Early Warning Indicator data on grades, attendance, and behavior to guide dropout prevention and support intervention efforts, and analyze these various data sources to identify early alerts and collaborate on intervention to meet the needs of at-risk students. The coach will monitor the 15 week Saturday Intervention program, and Dodson's after-school Homework Help program. The coach will continue to identify students that have one or more At-Risk indicators to participate in a Study Skills class once a week, that takes place during their elective class. The coach's and Dodson's goal in this class is to build study skills and guide students in building short-term and long term goals, thereby building skills that may improve grades, reduce absenteeism, and improve work habits and classroom behavior.</p> <p>The coach will work closely with the dean's office to support many of our at-risk students by collaborating with teachers, parents and students to find resources, and plans to support them. These include counseling students, managing dailies, setting up meetings between parents and teachers, and often visiting families at home.</p>	<p>08/13/2018 06/07/2019 New</p>	<p>Principal and Literacy coach will oversee instruction of intervention programs.</p>
<p>The College and Career Coach differential will provide time beyond the regular work day for home visits and additional time for working with parents of at-risk students after school for the assigned duties of the College and Career Coach.</p> <p>The College and Career coach will utilize multiple data points including Early Warning Indicator data on grades, attendance, and behavior to guide dropout prevention and support intervention efforts, and analyze these various data sources to identify early alerts and collaborate on intervention to meet the needs of at-risk students. The coach will monitor the 15 week Saturday Intervention program, and Dodson's after-school Homework Help program. The coach will continue to identify students that have one or more At-Risk indicators to participate in a Study Skills class once a week, that takes place during their elective class. The coach's and Dodson's goal in this class is to build study skills and guide students in building short-term and long term goals, thereby building skills that may improve grades, reduce absenteeism, and improve work habits and classroom behavior.</p> <p>The coach will work closely with the dean's office to support many of our at-risk students by collaborating with teachers, parents and students to find resources, and plans to support them. These include counseling students, managing dailies, setting up meetings between parents and teachers, and often visiting families at home.</p> <p>The Middle School College and Career Coach is instrumental to the success of the Homework Help Program since he/she will: 1) Use early alert system to identify at-risk students to recruit and monitor students in the program; and 2) Provide targeted and differentiated support and coaching on intervention, research-based instructional strategies, and technology that is to be used by Homework Help staff</p>	<p>08/13/2018 06/07/2019 New</p>	<p>Principal and Literacy coach will oversee instruction of intervention programs.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Intervention/Prevention Coordinator is responsible for the delivery of professional development related to the tiers of intervention. In addition, the coordinator will also develop and monitor student intervention plans using the schools integrated data and assessment system.	08/13/2018 06/07/2019 New	The principal will monitor implementation of interventions and MTSS Framework.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	4,495	0.00	100
CE-ESSA-T1 C&C Coach(7T124)	1000	14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425376	N/A	14188	115,775	1.00	100
CE-ESSA-T1 C&C Coach(7T124)	1000	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	1,539	0.00	100
CE-ESSA T1 Schools(7S046)	1000	14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	30414245	N/A	14496	115,775	1.00	100
CE-ESSA T1 Schools(7S046)	1000	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	1,539	0.00	100

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

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
<p>By attending workshops conducted twice per semester, parents will learn methods and strategies that will reinforce and enhance student learning in the area of english language arts. The workshops and web-based resources will feature the following topics:</p> <ul style="list-style-type: none"> • Understanding Smarter Balanced testing • Questioning techniques • Graphic organization of literary concepts • Creating a literacy/print rich home environment • Encourage parents to visit classroom • Literacy Night <p>Parents will observe english language arts in the classrooms, organized by the Community Representative, and engage in a debriefing session using a protocol with the Instructional Coach to understand successful english language arts' strategies.</p> <p>Dodson will offer parent workshops and training in the evening and during the day. PLBAO Parent conferences will be scheduled twice a year for parents and the school will schedule Back-to-School Night and Open house activities for parents to meet and talk with teachers, coordinators and school staff.</p> <p>In addition, workshops for Reading Comprehension, SBAC Overview, A-G requirements, mastery grading, Schoology, School Wide Learner Outcomes and strategies for GATE students will be provided.</p>	<p>08/13/2018 06/07/2019</p>	<p>The Instructional Coach, CPA, and principal will monitor parent sign-ins and review parent evaluations.</p>
<p>The Community Representative will be trained to understand the changes to the new Learning Management System (Schoology), and conduct parent training.</p>	<p>08/13/2018 06/07/2019</p>	<p>The Principal, CPA, Community Rep., Instructional Coach and TSP Coordinator will monitor parent attendance at advisory councils and will oversee parent involvement.</p>
<p>Faculty and staff will continue to use online communication tools to keep parents informed regarding the student classroom experience and expectations.</p>	<p>08/13/2018 06/07/2019</p>	<p>The principal and magnet coordinator will oversee the use of Schoology for parent communication.</p>
<p>Categorical Program Advisor will work with the Community Rep. to coordinate translation of newsletters and articles as well as Title I and advisory council communications. The CPA will work with parents of the SSC to ensure parent input and participation and notification of Title I services available to parents.</p>	<p>08/13/2018 06/07/2019</p>	<p>The Principal, CPA, Community Rep., and TSP Coordinator will oversee the updates of grade statistics, scores, dates, and trainings to be sent via Blackboard Connect and to be posted to the school website, Facebook and Twitter accounts.</p>
<p>Coordinator X-Time NON TUTOR (25 HOURS) @ \$79.07 per hr.) will pay a CPA during off-track basis to develop and monitor program activities, maintain compliance documents, and distribute program materials. The CPA will conduct parent orientations to inform parents about categorical programs and the meal application process and benefits.</p>	<p>08/06/2018 10/12/2018</p>	<p>The Principal and CPA will monitor parent sign-ins at advisory councils and oversee parent participation.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	1,920		100

**Los Angeles Unified School District
2018-2019 Single 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"/>	CELDT
<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 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
<input checked="" type="checkbox"/>	Other: Common Assessments

1. List key findings related to student proficiency in Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

Overall Dodson Middle School has shown slight gains in Smarter Balanced Assessment in Mathematics in comparison to the State and District data. Our SBA results also showed that while students are able to use mathematical rules and ideas (SBA Claim 1), they need to improve their ability to show and apply their problem solving skill (SBA Claim 2) and be able to communicate their reasoning thoughtfully and logically (SBA Claim 3). Our scores also reveal an achievement gap that persists by disability socioeconomic level and by ethnicity.

Using our common assessment data, we found that students perform better with standards that has progressed and spiraled from the previous years that content standards that are new to the curriculum. Consistent with SBA data, our common assessment data also revealed that students are able to accomplish problems at lower depth of knowledge but struggles with problems which involve conceptual understanding and communicating reasoning. We also conducted a lesson study which suggests (though not statistically definitive) that it takes at least twice as much instructional time for our lower performing students to perform at nearly the same level that of a student performing at standard.

2017 - Overall 49% have met or exceeded standards (0% increase from 2016)

Claim 1: Concepts and Procedures- 35% (3% increase from 2016)

Claim 2: Problem Solving - 26% (0% increase from 2016)

Claim 3: Communicating Reasoning - 28% (0% increase from 2016)

SWD had 7% meets/ exceeds standard in Mathematics for 2016-2017.

EL students had 5% meets/ exceeds standard in Mathematics for 2016-2017.

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

Based on SBA data, students need to improve on justifying their responses and communicating their thoughts thoroughly. Students are having difficulty with mathematical responses being able to appropriately and completely respond to the prompt. Students are also challenged in constructing viable arguments with thorough reasoning.

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

Our school is on track to meet our measurable objectives: Through the implementation of common assessments, Instructional rounds, performance tasks, IAB's Instructional Assessment Blocks, as well as implementing the eight mathematical practices in the process. Collaboration in and between our disciplinary teams to address and refine the strategies and actions that we input to meet our instructional objectives.

Prior data will show that as our EL students remain at Dodson their scores do improve over time. As students transition to RFEP their achievement gap decreases. This achievement parallels the growth shown with the use of the CPM curriculum.

Longitudinal school wide data also supports an increase in scores due to the implementation of the CPM (College Preparatory Mathematics) curriculum. CPM material and the addition of targeted supplemental resources for the effective implementation of the curriculum.

Dodson is stating that its students are still on track to its M.O. even though we didn't meet our goals we still made significant improvements overall, by claims.

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 2018-19 **Required if this Goal is addressed.*

School-wide Math scores will increase by 6% in meets/ exceeds standard from 48% in 2016-2017 to 54% by June 2019.

Math scores for Students with Disabilities (SWD) will increase 4% in meets/ exceeds standard from 7% in 2016-2017 to 11% by June 2019. SWD did not increase previously as the goals were too optimistic. The goals for 2018-2019 are more realistic and attainable.

Math scores for English Learners (EL) will increase 4% in meets/ exceeds standard from 5% in 2016-2017 to 9% by June 2019. EL students' scores decreased previously and the goals for 2018-2019 are more realistic and attainable.

*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
CPM - College Preparatory Mathematics (contracted instructional services) Assessment, Coaching for Leaders who support teachers using CPM, Student teams to promote student mathematical discourse. CPM would help with curriculum planning and instruct teachers in the best way to utilize our resources and strategies. CPM trainers will provide insight into reaching all learners and successful outcomes. They will provide on-site PD for math teachers in both vertical and horizontal SLCs. Dodson teachers will learn research-based strategies that will result in significant increases in students' learning for students performing at nearly met and not met status on the SBAC.	08/13/2018 06/07/2019	Core teachers will analyze student data and set growth targets based on student achievement.
<p>KAGAN-Teachers receive ongoing training in Kagan structures for the classroom. These structures can be implemented in all subject areas.</p> <p>Kagan Structures are instructional strategies designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction. They support the College Preparatory Mathematics textbook, selected by the teachers, that requires academic discourse between and among students.</p> <p>Teacher X-Time NON TUTOR 273.22 hrs. @ \$79.07 per hr.) Teacher X-Time NON TUTOR will allow teachers, Math Leads, Coordinators, and administrators to attend conferences in order to learn strategies to increase the number of students who meet/exceed on the SBA. The conferences will provide research based teaching skills. Participants will learn strategies for improving the achievement of SWDs and EL students. Participants will be able to provide students with a more effective curriculum that meets CCSS by allowing them to learn from experienced teachers. Conferences that will address these key strategies will include UCLA Common Core Math, Google educator conference (Google Summit Conference focuses on deploying, integrating, and using G Suite for Education and other Google Tools to promote student learning in K-12 and higher education), California Math Project, Kagan, NCTM, National Science Teachers Association (NSTA), CLMS, CUE, the California Math Council, and the CPM (College Preparatory Mathematics.)</p>	10/22/2018 02/22/2019	Principal will meet with teachers and staff attending training and conferences to plan the PD they will present.
Teachers will attend training both during the regular day (Teacher Release Day) and outside of the regular school day (Teacher X-Time non-tutor) that will provide them access to core instruction in Math and Science (NGSS) to assist at-risk students, including ELs and SWDs, in attaining proficiency in Math and increase the students that score met or exceed on the SBAC. Training for NGSS will allow teachers to explore NGSS content while learning effective instructional strategies for use in the classroom.	08/13/2018 06/07/2019	Principal will have monthly department meetings to monitor progress.
Teacher X-Time (NON TUTOR) will allow for Math and Science teachers (21 hours) to lesson plan for instructional rounds and observations of their lessons by their peers, collaborate with their peers of both math and NGSS, review student work and analyze data from CFAs and IABs	08/13/2018 06/07/2019	The Math coach, instructional specialist, and instructional leads will monitor progress and evaluate progress.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teachers, Math Leads, Coordinators, and administrators will attend conferences (Staff Conference Attendance) to learn strategies and effective implementations to increase student scores on the SBAC of met and exceeded. The conferences will provide research based teaching skills. Participants will learn strategies for improving the achievement of SWDs and EL students. Participants will be able to provide students with a more effective curriculum that meets CCSS by allowing them to learn from experienced teachers. Conferences that will address these key strategies will include UCLA Common Core Math (strategies to use in the classroom using manipulatives, improving math teacher's content, making math accessible to struggling students, how to create better PLCs) Google Educator Conference (Google Summit - Events that focus on deploying, integrating, and using G Suite for Education and other Google Tools to promote student learning in K-12 and higher education), NCTM (National Council Teachers of Math, strategies to use in the classroom using manipulatives, improving math teacher's content, making math accessible to struggling students) Kagan (brain friendly strategies for student learning and cooperative learning strategies that build social skills with achievemewnt), National Science Teachers Association (NSTA) for strategies teaching the NGSS, CUE (Computer Using Educators – strategies teaching math using technology), the California Math Council Conference (strategies to use in the classroom using manipulatives, improving math teacher's content, making math accessible to struggling students) and the CPM (College Preparatory Mathematics) builds the capacity of all teachers to have confidence in the mathematical content, plan lessons purposefully, assess understanding and give effective feedback to students. Its strategies allow students to engage in problem-based lessons structured around a core idea. It allows students to interact in groups to foster mathematical discourse.</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal will meet with teachers and staff attending training and conferences to plan the PD they will present.</p>
<p>Teacher Coordinator Differential will allow for teacher to facilitate the analysis of data among stakeholders to identify school goals and student achievement on the SBAC in Math. The teacher will evaluate SBAC scores with department chairs.</p>	<p>08/13/2018 06/07/2019 New</p>	<p>The principal will monitor the teacher's activities through meetings and updates on student data. The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores. The Math and ELA coaches will measure effectiveness by looking for an improvement in SBAC/IAB/Common Formative Assessment scores and lead a data analysis with the rest of the staff.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	8,357	0.00	100

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>KAGAN-Teachers receive ongoing training in effective classroom management, team-building, engagement and formative assessment.</p> <p>Mathematical Practice Journal-Students will practice effective verbal and written communication of skills and lesson objectives regularly throughout each chapter.</p> <p>INSTRUCTIONAL ROUNDS-Math teachers will be provided time to observe their colleagues demonstrate effective strategies and implementation of the Common Core Curriculum. (Teacher Release Day) Teachers will receive time to debrief using the Marzano Protocol.</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal, Instructional Specialist, Dodson's on-staff Kagan Coach, J. McAfee, and Team Leads will train staff monthly and get feedback from teachers on use of Kagan Structures in the classroom.</p>
<p>A CSR Teacher will reduce class size for Math classes targeting SWD and EL students scoring not met/ nearly met and nearly met on the SBAC and will assist students who struggle with problem solving and communicating reasoning.</p>	<p>07/01/2018 06/30/2019</p>	<p>The CPA, Math lead, and principal will oversee student assessments and student grades.</p>
<p>Teachers and Staff will reproduce assessments, study guides, and Math intervention lesson materials. The Toshiba contract (Other Non Instructional Contracts) will support all Title I, SWDs and EL students for supplemental materials and professional development. The contract provides the resources to design, implement and monitor instruction to raise the achievement of all Title I, SWDs and EL students in Common Core Math Standards. Machines include: ESTUDIO456/ C2C223617/ COUNSELING OFFICE, ESTUDIO456/ C2D233557/ FACULTY LOUNGE, ESTUDIO456/ C2D233620/ MAGNET WORKROOM, ESTUDIO456/ C2F245766/ ATTENDANCE, ESTUDIO6540CT/ CCG211930/ MAIN OFFICE, ESTUDIO756/ CKH211006/ MAIN OFFICE COPY ROOM, HEWLASERJET4100/ USLNH31721/ LIBRARY OFFICE, HEWLASERJET 4250/ CNGXB54590/ COUNSELING, HEWLASERJET 4250/ CNGXF16813/ ATTENDANCE OFFICE, LEXT654N/ 794MR60/ MAIN OFFICE, ESTUDIO 6540CT/ CCG211930/ MAIN OFFICE</p> <p>Repairs of the DUPLO equipment (Maintenance of Equipment) will provide support for Title I students and is used towards supporting instructional intervention and professional development activities. DUPLO Terminator Model DP-330Le/ MAIN OFFICE COPY ROOM</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal and Magnet coordinator will oversee the use of the Toshiba copiers and communicate with staff.</p>
<p>Day to Day Subs, Benefited Absences, to cover 4 days of benefited absences for CSR Teacher.</p>	<p>07/01/2018 06/30/2019 New</p>	<p>The CPA, Math lead, and principal will oversee student assessments and student grades.</p>
<p>Teachers effective classroom instruction benefits from conferences with providing differentiation of strategies for ELs and SWDs. In addition, proving increased ability for grading high quality assessments. Teachers also provide data driven instruction.</p>	<p>07/01/2018 06/30/2019 New</p>	<p>The CPA, Math lead, and principal will oversee student assessments and student grades.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30390052	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	1,434		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
An Auxiliary class (Teacher Auxiliary) will reduce class sizes and provide supplemental instructional services and provide intervention during the day. A Math auxiliary class will also be implemented for 26 students in grades seven and eight to work with them to help improve their understanding of math concepts.	08/13/2018 06/07/2019	Auxiliary teacher will analyze student data (and data from ALEKS) and set growth targets based on student achievement.
The Intervention/ Prevention Coordinator works with RSP Math teachers to ensure students receive services as well as IEP goals are met. Conferences with AVID students to provide extra support.	08/13/2018 06/07/2019 New	Intervention/ Prevention coordinator will monitor that IEP goals are met. Principal oversees and monitors progress.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10420 - TCHR AUXILIARY	N/A	N/A	10420	14,312	0.00	100

Focus Area: **Building Parent Capacity and Partnership to Support the Academic Goal** *Academic : Mathematics*
***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
By attending workshops conducted twice per semester by two teachers and the Mathematics designee, parents will learn methods and strategies that will reinforce and enhance student learning in the area of mathematics. The workshops and web-based resources will feature the following topics: <ul style="list-style-type: none"> • Understanding Smarter Balanced testing • Questioning techniques • Graphic organization of math problems • Creating a math-friendly home environment • Utilizing the CMP website and resources • Encourage parents to visit classroom • Family Math and CPM resource night <p>Parents will observe math classrooms, organized by the Community Representative, and engage in a debriefing session using a protocol with the Instructional Coach to understand successful math strategies.</p>	09/03/2018 05/03/2019	The Principal, CPA, Community Rep., and Bilingual Coordinator will communicate with advisory councils to see that parents are aware of parent trainings. Parent sign-in sheets will be monitored for attendance and evaluations will be reviewed for effectiveness.
The Community Representative will be trained on the new LAUSD Passport system and will conduct parent training.	08/13/2018 06/07/2019	The Principal, CPA, Community Rep., Instructional Coach and TSP Coordinator will monitor parent attendance at advisory councils and will oversee parent involvement.
Faculty and staff will continue to use online communication tools to keep parents informed regarding the student classroom experience and expectations.	08/13/2018 06/07/2019	The Principal, CPA, Community Rep., and TSP Coordinator will oversee the updates of grade statistics, scores, dates, and trainings to be sent via Blackboard Connect and to be posted to the school website, Facebook and Twitter accounts.

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
2018-2019 Single Plan for Student Achievement**

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

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

<input type="checkbox"/>	CELDT
<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 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 learners' proficiency in core curriculum based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

Based upon the 2016 - 2017 as compared to the 2015-2016, 38.2% did not meet the growth target of making annual progress on the English proficiency assessment - 47% of 6th graders did not meet the growth, 38% of 7th graders did not meet the growth and 21% of 8th graders did not meet the growth. In analyzing the percentage of ELs attaining English proficiency on the English proficiency assessment, 43% of 6th graders were possible FEPs, 45% of 7th graders were possible FEPs, 50% of 8th graders were possible FEPs.

In the 2017-2018 SY, 80% of our EL population are LTELs; 56% of your ELs are in Profiles G-H; and based on the Reading Inventory data for 2016-2017, 0% of the 51 students assessed scored Advanced, 10% scored Proficient, 41% scored Basic, and 49% scored Below Basic.

As of July 2017, our reclassification rate is 48%.

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

The underlying issues related to the key findings include but are not limited to: weak foundational reading skills as evidenced by the high percentage of students not meeting English proficiency goals. Additional data on the district's reclassification assessment (Reading Inventory) shows that the average lexile of the students in the program falls within the lexile range far below grade level.

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

Dodson's 2017 Objective was " Given that from 2014-2015 to 2015-2016 Dodson English Learners dropped in reclassification from 22.2% to 20%, by June 2018, 23% of EL students will reclassify." Our school met and exceeded this goal with 31% reclassification. The strategies and actions that contributed to the school's success include: the school-wide implementation of Kagan Cooperative Learning Structures, which gives students opportunities to speak and listen to peers using academic language; implementing Writer's Workshop in English; independent reading practice on Read Theory, Scholastic Magazines for independent and whole class reading and discussion, reading skills-based intervention in all core content areas, homework assistance and intervention for English.

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 2018-19 *Required

Given that from 2016-2017 Dodson English Learners reclassification rate is 31%, 35% of EL students will reclassify by June 2019 .

*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
The TSP Advisor will provide professional development to Disciplinary Leads on various strategies to provide access to vocabulary, text structure and language use.	08/20/2018 04/19/2019	The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.
The TSP Coordinator will provide professional development to the Designated ELD teacher(s) on strategies such as Constructive Conversations, note-taking strategies, and others that students are already using in Designated ELD for further clarification.	08/20/2018 04/19/2018 New	The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.

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 : 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>ELD teachers will implement the district-mandated curricula for the different populations of English Learners as follows:</p> <ul style="list-style-type: none"> - Literacy & Language I & II: For students with less than reasonable fluency - Advance ELD I & II: For students with more than reasonable fluency, who have completed ELD 4, and who completed Literacy & Language 2. - Language! 4th ed (2 hour block): For students who have an IEP and need Tier 3 Intervention. - ELD 1-2 (2-hour block): For students who have attended U.S. schools for less than 5 years, they will use the Inside Curriculum. - ELD 3-4 (1 hour + 1 hour of Sheltered grade level ELA): For students who have attended U.S. schools for less than five years and have completed ELD 1 & 2. 	08/13/2018 06/07/2019	For classroom instruction, the Principal will assign highly qualified (CLAD, attended district trainings specific to the course) ELD teachers to teach the ELD/LTEL courses as well as the Integrated/Sheltered content area courses. The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher Release Days (10 days) to support the implementation of the above curricula, and district/state assessment teachers of EL students will participate in master-plan related planning activities such as analyzing EL data, updating ELD assessment portfolios, observing best practices, and lesson planning to differentiate instruction for EL.	08/20/2018 06/07/2019	The TSP Adviser will inform those LTEL teachers when district-mandated trainings are being offered and confirm their attendance with district personnel and/or obtain copies of their Certificate of Completion. The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.
Teachers will have ELD objectives posted in student-friendly language and students are able to articulate them. Teachers will have a print-rich classroom environment with co-constructed charts, sentence starters, cloze paragraphs, constructive conversation starter tents, word walls with pictures, Lexile level-appropriate novels, and Reader's/Writer's notebooks. The teacher will use Kagan Cooperative Learning Structures to ensure that ELs are participating in the academic discourse with peers.	08/20/2018 06/07/2019 New	The administrator responsible for each department will measure effectiveness of strategies by looking at academic grades grades of C or better. The TSP Coordinator will measure effectiveness by looking for an increase in RFEP rates/RI/ELPAC scores.

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 : 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 TSP Adviser along with the SSPT will make recommendations on ELs and recent RFEPs who should attend academic and/or behavior counseling with the College and Carrer Coach, either one-on-one or in a small group setting. Students who are identified as at risk will be provided support by the College and Carrer Coach who will conduct home visits and facilitate parent conferences. The TSP Adviser and SSPT will also make recommendation on ELs who should attending Homework Assistance Program to target EL students at risk of scoring not met/ nearly met and nearly met in ELA on the SBAC.</p> <p>To support these intervention opportunities to close the achievement gap and raise EL students' SBAC scores from not nearly met and nearly met, funding will be provided for teachers of EL students for:</p> <ul style="list-style-type: none"> • Teacher X-Time NON TUTOR, 10 hours • Teacher X-Time TUTOR, 18 hours 	11/12/2018 04/05/2019	<p>The TSP Advisor along with the LTEL Designee will schedule a SSPT meeting to look at the progress of students who are receiving intervention services using the EL, LTEL, and RFEP Monitoring rosters.</p> <p>The TSP Adviser will recruit students based on their English Learner proficiency assessment scores as well as teacher recommendation. ELA/ELD grade, and standardized test scores.</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 *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
<p>Teachers will provide parent involvement workshop activities and trainings for targeted student population and families to ensure the compliant functioning of the ELAC (EL Advisory committee)(Teacher Parent Activity Differential). Will continue to implement strategies in the Parent Involvement Policy and provide translation of meetings and documents for targeted student populations' families.</p> <p>Additional Parent Workshops will include: Importance of School Attendance ELD/ELD Standards workshop Language Development EL Master Plan I (Identification and Program Options) EL Master Plan II (Reclassification)</p> <p>The TSP Adviser and the LTEL Designee will conduct the following: - SSPT meetings as needed for individual students to discuss behavior or academic concerns. - LTE Student Progress Meetings once a semester to discuss students' progress on the CELDT, SRI, and English/ELD grade. - Plan and facilitate six ELAC meetings per year to discuss mandated topics such as the importance of attendance, the comprehensive needs assessment, the single plan for student achievement, and language census, and learning strategies that will help parents assist their children at home.</p>	<p>09/10/2018 06/07/2019</p>	<p>The TSP Advisor, LTEL Designee, SSPT Members, and ELD Teachers will look for growth on the ELPAC, RI, and Academic grade in English and ELD.</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
2018-2019 Single Plan for Student Achievement**

CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY 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 Culture & Climate Goal:	
<input type="checkbox"/>	CELDT
<input checked="" 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 checked="" 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

1. List key findings related to culture, climate, and engagement for students, staff, parents and community based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

Based on the 2016-2017 School Experience Survey data:

- 1) The percent of parents that feel welcome decreased from 91% (SY2015-2016) to 89% (SY2016-2017).
- 2) The percent of parental response on the school experience survey increased from 30% (SY 2015-2016) to 55% (SY 2016-2017)
- 3) The percent of parents who believe they are partners with the school in decisions made about their child's education decreased from 83% (SY2015-2016) to 79% (SY2016-2017).

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

- 1) Sample size increased
- 2) Because Dodson has a large Magnet population and students are bussed in from the greater LA area, Dodson needs to find ways to increase parent involvement at trainings, workshops, and conferences.
- 3) There is an inactive parent volunteer program

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

With respect to increased parental responses on the school experience survey, the faculty aggressively collected hard copy surveys. In addition, an online version was available for parent utilization.

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

The school will employ strategies to promote parental and community engagement.

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 2018-19 *Required

By June 2019, the percent of parents that feel welcome to participate at Dodson will increase 2% from 89% to 91% based on the School Experience Survey.

By June 2019, the percent of parents that believe they are partners with the school in decisions made about their child's education will increase 2% from 79% to 81% based on the School Experience Survey.

By June 2019, the percent of parental response on the school experience survey will increase 5% from 55% to 60% based on the School Experience Survey.

*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 *Cultural and Climate : Student, Staff..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents/Guardians will have the opportunity to participate in parent workshops on topics to include but not limited to A-G requirements, College Planning, Culmination Requirements CA Dashboard, Importance of Attendance, WASC Informational meetings, PBIS (Positive Behavior Intervention Support) and Keeping Tabs on student work at home.</p> <p>Parent/Guardian events that showcase student abilities will take place to include but limited to Annual Drama Productions will also be held to promote parent engagement. The Film Making class will also host a Film Festival in April for students and families.</p> <p>Workshops will include; School Report Card PASSport Supporting Home Learning for All Students WASC Mastery Learning and Grading</p>	<p>08/13/2018 06/07/2019</p>	<p>The Principal, TSP Coordinator, CPA, and Community Rep., will monitor parent attendance at advisory councils, Parent Workshops and trainings, Open House, Back to School Night, and parent conferences.</p>
<p>The Title I Orientation and School Site Council Overview will be held the first month of school to inform parents of the school's responsibility to parents as well as their ability to get involved with the School Site Council.</p> <p>The ELAC Orientation will be held on Sep. 13 with monthly ELAC meetings being held at Hawaiian Avenue Elementary School on Thursdays at 5:30 that cover topics: RI/ CELDT-ELPAC, Attendance, Comprehensive Needs Assessment, SPSA, Language Census, Program Options, and LTEL Progress.</p>	<p>08/13/2018 05/31/2019</p>	<p>The CPA and principal will ensure notifications regarding the Title I Orientation are sent out. They will monitor parent attendance sign-ins to identify parent participation.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	12,133		100

Focus Area: Student, Staff, Parent Communication *Required *Cultural and Climate : Student, Staff..*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The principal will schedule parent workshops, trainings and other events to foster parent participation. These dates will be posted on the school's website, posted to its Facebook page and Twitter account. Furthermore, Blackboard Connect messages and posts through Schoology will be sent out on a regular basis to inform parents about upcoming events.</p> <p>The school will provide translation equipment or translators as necessary for Spanish-speaking parents to be able to understand during the events. Information that is sent home will also include a Spanish version.</p>	<p>08/06/2018 06/07/2019</p>	<p>The Principal, CPA, Community Rep., and TSP Coordinator will oversee the updates of grade statistics, scores, dates, and trainings to be sent via Blackboard Connect and to be posted to the school website, Facebook and Twitter accounts.</p>
<p>The Community Rep., TSP Adviser, and principal will promote and mention the School Experience Survey to help increase the parental response from 55% to 60%.</p> <p>Dodson Middle School's annual report card will be shared with parents at a scheduled meeting.</p> <p>Dodson Middle School's website will be used to provide timely information for parents.</p> <p>The Community Rep. will work closely with members of the Positive Behavior Intervention and Support committee to develop and implement the family and community engagement plan.</p>	<p>08/27/2018 05/31/2019</p>	<p>The principal, TSP Adviser and CPA will oversee the announcements of the school experience survey to parents.</p>
<p>The School Site Council will work with parents to develop the school's annual Parent Involvement Policy and Parent Compact.</p>	<p>09/03/2018 12/14/2018</p>	<p>The principal and CPA will monitor the development of the Parent Involvement Policy and the Parent Compact and ensure that it is mailed to all parents.</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
2018-2019 Single Plan for Student Achievement**

SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT
<input checked="" 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 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 attendance, suspension/expulsion, and non-cognitive skills based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

- 1) Based on LAUSD's My Data, Student Attendance for SY2017-2018 decreased by 0.5% to 74.1% of students attending 96% of time, when compared to SY2016-2017 at 74.6%
- 2) Based on LAUSD's School Experience Survey for SY2016-2017, the number of students who reported that they were happy decreased by 0.6% to 69% when compared to SY2015-2016 at 75% ,
- 3) Based on LAUSD's School Experience Survey for SY2016-2017, the number of students who reported that they felt like a part of the school decreased by 7% to 57% when compared to SY2015-2016 at 64%.

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

The underlying issues related to decreasing attendance can be attributed to events such as the earthquake in Mexico, the fear of DACA, flu season, and extended vacations.

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

1) Attendance incentives, PSA and PSW were instrumental in addressing immediate attendance issues by conducting home visits, counseling students and/or parents.

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 2018-19 *Required if this Goal is addressed.

By June 2019, Student Attendance will increase by 2% from 80.1% to 82.1% as noted in LAUSD's My Data site.

By June 2019, as measured by the School Experience Survey, the number of students who feel that adults on campus treat them with respect will increase by 5% from 60% (SY2016-2017) to 65% (SY2018-2019).

By June 2019, as measured by the School Experience Survey, the number of students who feel like they are a part of their school will increase by 5% from 57% (SY2016-2017) to 62% (SY2018-2019).

*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 *Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Dodson Middle School will support staff with the implementation of the District's Discipline Foundation Policy, Attendance Policy, School-wide Learner Outcomes to ensure that all students are attending school and engaged toward better outcomes. Teachers, Administrators, and staff will have necessary training and knowledge to ensure proper monitoring of student absences to help decrease absences and lost instruction time.	08/13/2018 06/07/2019	Administrators, Coordinators, Counselors, Teachers, and other School Staff will attend all scheduled Professional Developments or trainings.
Pupil Services and Attendance (PSA) Counselor will develop and implement training to school and District personnel on California Education Code and District policies and procedures related to child welfare and attendance of students. The PSA Counselor will assist in the development of initiatives and policy and procedure bulletins in all areas related to child welfare including, but not limited to, attendance improvement, school attendance policy, enrollment and dropout prevention.	08/13/2018 06/07/2019	Administrators, Coordinators, and Counselors will monitor student attendance, grades and student progress towards culmination.

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

Focus Area: Social / Emotional Interventions *Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
School Nurse: • Provide input/follow-up on health factors that lead to students' poor achievement and chronic absenteeism. • Provide health related counseling and education for students and parents • Health counseling for students with health conditions that affect attendance and learning such as childhood obesity, dental health, asthma, diabetes and hypertension • Participate in multidisciplinary teams * Provides 4 days from 7S046 with another 1 day provided to the school by the district for a total of 5 days/ week.	08/13/2018 06/07/2019	Principal will monitor the Nurse's activities through staff developments and health reports.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Psychiatric Social Worker PSW:</p> <ul style="list-style-type: none"> • Will support positive student connections with peers, family, and the community of participating at-risk students to help increase student attendance and create a safe school climate. The PSW will facilitate student development of at-risk students and their ability to successfully deal with problems, crisis or traumatic experiences. Will deliver comprehensive social-emotional services aimed at empowering at-risk students to become college-and career-ready by removing barriers to the learning environment. To provide classroom consultation for teachers, and offer mental health promotion, awareness and education. The PSW will deliver violence prevention and problem solving strategies for at-risk students. <p>*To provide 3.5 days from 7S046.</p>	<p>08/13/2018 06/07/2019</p>	<p>Principal will meet with PSW and evaluate progress of referred students.</p>
<p>Dodson Middle School will implement a school-wide student attendance and intervention programs and continue to reduce the number of instructional days lost. The school will continue to implement its rewards incentives for attendance and behavior. Emphasis will be placed on continued interventions to maintain a positive school culture.</p> <ul style="list-style-type: none"> • Pupil Services and Attendance (PSA) Counselor will ensure that all students are enrolled, attending, engaged and on-track to graduate. The PSA Counselor will review, analyze, and assess the school's data trends related to student enrollment, attendance and academic achievement. • The PSA Counselor will implement an attendance and drop out prevention plan using a Three-Tiered Model Approach to Attendance: <ul style="list-style-type: none"> o Universal (prevention) – strategies for absence and dropout prevention, teaching and reinforcing attendance, and school climate enhancement program o Targeted (group intervention) - early identification and intervention, re-teaching attendance, interventions for groups of students o Intensive (individual intervention) - identification and intervention of students who are at-risk for school failure and/or dropout requiring direct services through community resources referrals, individual counseling and multidisciplinary team support • The PSA Counselor will provide evidence-based child welfare and attendance services, including advocacy and clinical case management to identified, at-risk students to facilitate student engagement, attendance, academic achievement, improve social adjustment and school stability. • The PSA Counselor will collaborate with school staff to facilitate partnerships with community agencies/resources, support and serve as team lead to facilitate multidisciplinary teams such as Student Success Team (SST), Coordination of Services Team (COST), School Attendance Review Team (SART), Discipline Review Team, and Attendance and Dropout Prevention Team to provide coordinated support and interventions to stabilize at-risk students. <p>These actions and tasks would include strategies such as: Developing school-wide attendance activities such as special assemblies, lunch time activity for students with perfect monthly attendance and homeroom raffles for homerooms with perfect monthly attendance.</p>	<p>08/13/2018 06/07/2019</p>	<p>The PSA will coordinate with the Intervention Counselor and PSW to organize student support groups.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	12106 - ITIN NURSE (6 Hrs / 4 Days)	N/A	N/A	12106	92,624		100
CE-ESSA T1 Schools(7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	N/A	N/A	12103	48,397	0.00	100
CE-ESSA T1 Schools(7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 3 Days)	N/A	N/A	13114	72,596	0.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 0.5 Day)	N/A	N/A	13114	12,100	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Social / Emotional Goal
**Required if any Focus Area above is addressed.* *Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Dodson Middle School will ensure that students, parents, and families receive the available resources to meet their needs.</p> <ul style="list-style-type: none"> • Pupil Services and Attendance (PSA) Counselor will collaborate with Parent Centers to provide parent workshops, promote parent engagement and empowerment in the educational process. • The PSA Counselor will provide evidence-based child welfare and attendance services, including advocacy and clinical case management to identified, at-risk students to facilitate student engagement, attendance, academic achievement, improve social adjustment and school stability. • The PSA Counselor will ensure the protection of educational and due process rights for students including, but not limited to, students in foster care, students who are homeless, pregnant and parenting teens, probation youth, camp returnees, students referred for expulsion, students who have been expelled, and other students at-risk for school failure and dropout. • The PSA Counselor will assess and provide guidance to students, parents/guardians, and school staff regarding school and community resources, including alternative educational and credit recovery programs, to ameliorate barriers to learning and high school graduation. <p>The PSA Counselor will develop and provide parent meetings/training for targeted group of students.</p> <p>Dodson will continue its RIDING THE WAVES OF SUCCESS parent workshops for parents and the community that include topics such as: Anti-Bullying, the stresses of middle school (keeping students happy and the importance of attendance), The ABCs of PBIS - Maximize your student's academic and behavioral potential, etc.</p>	<p>08/13/2018 06/07/2019</p>	<p>Administrators, Coordinators, and Counselors will record parent involvement and monitor student progress</p> <p>PSA Counselor, Principal, Assistant Principal, School Staff</p>

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).

A range of academic and elective classes are offered to Dodson students that challenge as well as prepare them for college and careers. They include but are not limited to Super Accelerated Math, AP European History, Honors English, Film Production, Food Science, Art Production, Robotics, Band/Orchestra, and Visual and Performing Arts. Afterschool organizations are also available to students to include the MESA (Math, Engineering, Science, and Achievement) program which is offered after school and mentored by the math and science teachers. This is a hands-on inquiry based engineering club where the students collaborate on different projects.

Partnerships with professionals introduce students to local experts.

1. **Career Day:** This activity exposes students to a variety of careers and the professionals who perform them. It aims to provide students with insights, opportunities, and conversations about careers they might not have known existed. Career Day allows students to contemplate the paths they need to take in order to access the professions they want to pursue. Speakers from the local businesses as well as parents are invited to speak.

2. **Parent Night Workshops with Expert Speakers:** These evening workshops are held more than once per semester and are arranged to provide parents with emotional, social, mental, and academic support and information regarding their adolescent learners from experts. Most of the time, these topics are selected based-on Parent-Teacher/Parent-Coordinator conversations to address concerns or issues that parents express about their developing students.

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.).

Dodson has a Positive Behavior Interventions and Support (PBIS) Committee that meets once a month, and grade -level Interdisciplinary Teams that also meet once a month to discuss students who display at-risk behaviors and possible interventions. Intervention results are also discussed in these meetings.

Each staff member participates in ongoing professional development on behavioral management systems that are proven to be preventative as opposed to reactive to negative student behavior. We have teachers call or we have face to face conferences. CC Coach also works with teachers that have identified students as at-risk (i.e.,

LTEs) and conducts home visits.

As a result of the trainings, teachers:

- * Trained on Win Win Discipline Moment of Disruption structure: Right Now Validation where the negative behavior is addressed on the spot - validating how the student is feeling, stating that the behavior is not appropriate, stating behavior needs to be exhibited, asking what the adult can do to assist the student in doing this, and telling the student to repeat the desired behavior back to the adult.
- * Trained on Same Side Chat as a means to build trust and relationship with the student and trained on Non-Verbal Cues to signal the student to display the desired behavior.
- * Reviewed Discipline Data, Discipline Foundation School-wide PBIS Rubric of Implementation instrument
- * Provided recommendations to address partially in place or not in place items of the PBIS Self-Assessment Survey
- * Provided recommendations for school-wide implementation of the Buddy Teachers Strategy.
- * Provided Recommendations/Suggestions for School Response Reference Guide
- * Reviewed Discipline & Intervention Data, and provided recommendations for Tier 3 Intervention

Behavioral management systems are culturally responsive, individualized, and modified for students as a result of the work of the Positive Behavior Interventions and Support (PBIS) Committee, whose role is to design programs to support the efforts of the staff in addressing behaviors in a positive and effective manner. Contributing to the work of the PBIS Committee are three full-time counselors, one College and Career Counselor, a half-time SAS Counselor, a part-time social worker, a part-time psychologist, and three coaches with hybrid roles that include being a full-time teacher and a part-time support staff for teachers in the areas of Math, English, and Literacy in Science and History Development. The Bridge Coordinator, along with the IEP team, is responsible for coming up with a Behavior Support plan as needed for individual students receiving Special Education services; the Magnet Coordinator meets with Magnet students and their parents; and the English Learner Designee is responsible for the monitoring of English Learners in the English Learner Program. In addition, the Buddy System strategy includes the use of a reflection packet (respect, paying attention, cooperation, etc.), and the appropriate packet is given to the student

Career, academic, and personal counseling services are readily available for Dodson students; However, physical and mental health services have been challenging due to lack of personnel.

- * Four guidance counselors, assigned to students based on last name (A-E, F-H, I-P, Q-Z) , meet with students individually and in groups to discuss grades; review both A-G and Culmination requirements; assign intervention and acceleration opportunities; mediate to resolve student conflicts; and refer students to other district personnel and/or outside agencies for additional counseling.
- * A Bridge Coordinator works directly with students with disabilities in ensuring that they have access to the core curriculum, have an up-to-date IEP, and have access to discuss issues that impede their success.
- * Dodson's Middle School College and Career Counselor works directly with identified at-risk students and their parents. Home visits and referrals to outside agencies assist with both home and school issues and conducted by this counselor.

Dodson students receive appropriate physical and mental health counseling; However, staffing has been a challenge at times. Although funding was allocated for a school nurse, there is a shortage of nurses throughout the district.

* The school currently has a registered nurse on site four days a week. Students with medical issues are assessed by school staff and provided with appropriate care; However, the lack of a school nurse on campus has made the wait time to be assessed longer.

* A Psychologist, Psychological Social Worker and Pupil Service Attendance counselor are also on site. The three individuals work on school issues to include but not limited to truancy, suicide ideation, and bullying, threat assessments, classroom interventions, referrals to outside agencies, and various presentations to parents and community, as well as staff PD on social emotional learning. They also provide both individual and small group counseling. The district sends medical professionals to provide Dodson students with dental care through the SMILE program, annual auditory, vision, and scoliosis testing.

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.

Dodson's SPSA we developed in conjunction with members of the school staff, students, and parents. Members of the School Site Council (SSC) met many times to review data and school goals. As these members included certificated and classified staff, students, and parents, there was a total of 50% students and parents contributing to SSC. The SSC discussed what was working well as well as what could be improved, changed, removed, or created to help improve student achievement based on data while reviewing the school's budget. In addition, Dodson's English Learner Advisory Council (ELAC) made recommendations to the SSC based on the school's prior year's SPSA goals while also reviewing data and considering the budget. ELAC has Dodson parent members. Dodson's coaches, coordinators, and SEL Team (teachers, administrators, counselors, PSW) reviewed data and provided strategies to help improve SBAC scores as well as identified what was working well and what needed adjustments. The school's PSA reviewed data to determine underlying reasons for attendance results and provided strategies.

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:

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 Single 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 Single 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 Single 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:

Los Angeles Unified School District

2018-2019 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:

- 10183 (TSP School Allocation)
- 10397 (TSP Per Pupil School Allocation)
- 10400 (TSP Supplemental & Concentration Grant)
- 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
DODSON MS (1811001)	S	ZARRO MARTINEZ, DIANA M

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,696	67.00	2.10	1.00	10183 \$ 216,912 10397 \$ 0 10400 \$ 580,962 10405 \$ 9,034 Total \$ 806,908

Directions: Briefly describe, if **applicable**, the services being provided that are aligned to the District’s LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

NOTE: Affiliated Charter schools are not required to complete this 2018-2019 School-level Plan for Use of TSP Program Funds.

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY18-19 LCAP Targets
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 			
ADVISOR REG PROP and ENR Z DAYS will allow for Master programming student schedules to increase student achievement. ENR Z COUNS and ENR Z ADMIN to allow time for student orientation and enrollment. Software License Maintenance - to provide tracking ability of tardy students	144,632	Low Income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 87% • Cohort Dropout Rate, High School: 10% • Cohort Dropout Rate, Middle School: .05% • Percentage of Graduating Cohort Completing the A-G with a “C” or better: 46% • Percentage of graduation cohort

DODSON MS (1811001)

and absence data for Dean and College and Career Coach.

Assignment Non Classroom Z Time to provide training and PD (Kagan Strategies) beyond the work hours.

IMA - To purchase scholastic readers Science, ELA, Math, Social Science, materials for parent workshops.

The Secondary Counselor will coordinate and conduct pullout intervention programs during elective classes to target students at-risk of not meeting the school's 96% attendance goal in order to support classroom instruction so teachers can implement key strategies to all students.

(Contracted Instructional Services)(To provide teachers to attend the Kagan (Contracted Instructional Services)(Kagan Coaching), Adaptive Schools, National Council of Teachers of English, The Reading & Writing Project, as a part of professional development that will provide research based teaching skills. Teachers will learn strategies for improving the achievement of at-risk students including SWDs and EL students. Teachers will be able to provide their students with a more effective curriculum that meets CCSS by allowing them to learn from experienced teachers. The AVID conference and summer institute will allow teachers to participate in professional development at the AVID conference where they will learn research-based strategies and curriculum with training and methodologies that develop students' critical thinking, literacy, and math skills Teacher Release Day will allow teachers the time to attend a Note Taking PD. Note taking strategies help students organize and process data, as well as help their peers problem solve. It also stimulates critical thinking and helps students prepare for tests and helps them be College and Career Ready. November 2018-March 2019. Dodson Middle School has assessment and monitoring systems in place to determine student progress towards achievement of the academic standards, the college-and-career readiness standards, and school wide learner outcomes. One component of this system involves Department chairs and Disciplinary lead teachers conducting professional development for their groups during Common Planning Time where they analyze student performance data, look at student work, design common assignments, align grading practices, and collaborate on lesson designs to support academic language, literacy and writing across all disciplines. Although Lead teachers and Department chairs meet with the academic coaches and other support personnel to prepare their presentations, there is still a need for them to be effective collaborators, inquirers, and leaders. As such, PD opportunities (i.e., Adaptive Schools, PDX Time for training outside of regular school hours) should be sought out that provide them with tools to develop collaborative groups.

10183 Software License Maintenance \$19,650

receiving a Qualifying Score of "3" or higher on at least 2 AP exams: 12%

- Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in ELA: 28%
- Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in Math: 12%

10183 "50002 CONTR INSTRL SVC" \$23,000
 10183 40267 IMA \$5000
 10405 40267 IMA \$7034
 10400 "110161 COUNS SEC C1T 27/10" \$67,389
 10400 ADVISOR REG PREP \$5,179
 10400 ENR Z DAYS COUNSELOR \$5,693
 10400 ENR Z DAYS CLERICAL \$5,251
 10400 ENR Z ADMIN \$4,064
 10183 ASSIGN NON CLASS Z TIME \$2372

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>Assistant Principal to provide support with EL students, instruction, PD and SBAC.</p> <p>Clerical services (clerical overtime) to assist in the data collection to include but not limited to attendance, behavior, and academic progress. To provide short-term clerical help to allow classified clerical staff to work outside their basic assignment to support Title 1 and English Learner students and parents during parent meetings and trainings. Will allow time to assist in providing data, calling parents, participating in conferences and provide translation for intervention programs.</p> <p>Teacher X-Time Tutor-To provide intervention outside regular assignment, during Mon and Wed after school tutoring and on Sat. school.</p> <p>Custodial Services (Custodial overtime) To provide short-term custodial help to allow custodian staff to work outside their basic assignment to support all at-risk Title I students and with closing the achievement gap of SWDs and EL students and parents during parent meetings and trainings and during after-school and Saturday intervention programs.</p> <p>An Auxiliary class (Teacher Auxiliary) will reduce class sizes and provide supplemental instructional services. An ELA auxiliary class will also be implemented for 26 students in grades seven and eight to increase their scores on the SBAC using Achieve 3000. Provide intervention class in Math to improve SBAC scores. (ELA AND MATH FROM 10400-1811001, ELA AND MATH FROM 10400-1811002)</p>	<p>438,402</p>	<p>Low Income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • Average Distance from "3" on the Smarter Balanced Assessment for ELA • Average Distance from "3" on the Smarter Balanced Assessment for Math • Percentage of Students Meeting Early literacy Benchmarks (End of Year DIBELS assessment): 76% • Percentage of ELs Who Reclassify as Fluent English Proficient (RFEP): 22% • Percentage of ELs that did not reclassify within 5 years: 15% • Percentage of Students with Disabilities Participating in General Education 80% or more of their instructional time: 71%

Teacher CSR - To provide a highly- qualified teacher to provide instruction supporting literacy skills and depth of knowledge thinking.---Day to Day Substitute benefited absences

TEACHER X-TIME NON TUTOR - To pay a regular status teacher to attend training outside of their basic assignment to support and improve the academic of achievement of core instruction in ELA, Math, Science and Social Science for Title 1 students, SWD, and EL students including Kagan strategies. Content Leads meeting 0.5 hours per month x 11 leads x 10 months, Kagan training on Saturdays, and planning for PD and analyzing data outside regular assigned work hours.

General Supplies to purchase paper, pens, chart paper, and journals and other instructional program needs.

Teacher Release Day - Teachers will attend training both during the regular day and outside of the regular school day that will provide them access to core instruction in ELA, Math, Science and Social Science to assist all students including ELs and SWDs in attaining proficiency in ELA, Math, Science and Social Science and increase the students that score met or exceed on the SBAC.

(Maintenance of Equipment) Repairs of the DUPLO equipment will provide support for Title I students and is used towards supporting instructional intervention and professional development activities. DUPLO Terminator Model DP-330Le/ MAIN OFFICE COPY ROOM

The Toshiba contract (Other Non-Instructional Contracted Services) will support all Title I, SWDs and EL students for supplemental materials and professional development. The contract provides the resources to design, implement and monitor instruction to raise the achievement of all Title I, SWDs and EL students in Common Core ELA Standards. Machines include: ESTUDIO456/ C2C223617/ COUNSELING OFFICE, ESTUDIO456/ C2D233557/ FACULTY LOUNGE, ESTUDIO456/ C2D233620/ MAGNET WORKROOM, ESTUDIO456/ C2F245766/ ATTENDANCE, ESTUDIO6540CT/ CCG211930/ MAIN OFFICE, ESTUDIO756/ CKH211006/ MAIN OFFICE COPY ROOM, HEWLASERJET4100/

USLNH31721/ LIBRARY OFFICE, HEWLASERJET 4250/ CNGXB54590/
 COUNSELING, HEWLASERJET 4250/ CNGXF16813/ ATTENDANCE
 OFFICE, LEXT654N/ 794MR60/ MAIN OFFICE, ESTUDIO 6540CT/
 CCG211930/ MAIN OFFICE

(DIFFERENTIAL-NON CLASS DIF COUNSELOR) To provide S.E.L.
 support beyond the hours of instruction.

Staff conference attendance will allow for teachers to attend the Kagan Conferences and Kagan Coaching Conferences, Adaptive Schools, National Council of Teachers of English, The Reading & Writing Project, Kelly Gallagher Conferences, Writing Institute (Writing Project/ Units of Study Writer's Workshop) Summer Institute, Reading Institute (Units of Study, Reader's Workshop) Summer Institute, Google Summit, AVID Summer Institute and AVID conferences (and summer institute), and College Board AP Summer Institute. The Writing Institute (Writing Project/ Units of Study Writer's Workshop) and the Reading Institute (Units of Study, Reader's Workshop) allow for a program that provides the opportunity for teacher/student writing conferences, in which students self assess their writing and revise their work while looking at small segments or chunks of their writing focusing on a targeted skill. Students learn to identify their specific areas of need and are able to reflect on their own writing and thinking. Teachers provide immediate, specific feedback that can be used by the student to reinforce the targeted skill in that moment to further hone their craft as the writing process continues. Attendance at the AVID Summer Institute (AVID conference) will allow teachers to participate in professional development at the AVID conference where they will learn research-based strategies and curriculum with training and methodologies that develop students' critical thinking, literacy, and writing skills. To provide teachers to attend conference attendance as a part of professional development that will provide research based teaching skills. Conferences include:, , National Council of Teachers of English (NCTE), National Science Teachers Association (NSTA), CPM, The Reading & Writing Project, CATE conference, ASCD, Bureau of Education Research and LACOE, CATE, CUE, Kinsella, UCLA Common Core Math, ASCD, Kagan, CLMA, and the California Math Council, AVID Institutes and AVID Summer institutes, and AVID conferences.

10183 ELA AUX" \$14,233
 10183 "21427 CLERICAL OVERTIME" \$1,000
 10183 "21532 CUSTODIAL OVERTIME" \$1,000
 10183 "50147 MAINTENANCE OF EQUIP" \$1800
 10183 " TCHR X TIME TUTOR " \$21,600
 10183 . TEACHER X-TIME NON TUTOR . \$44,623

10400 "14143 8TH GRADE MATH AUX" \$18,539 (MAIN 1811001)
 10400 "14144 8TH GRADE ENG AUX" \$18,539 (MAIN 1811001)
 10400 Assistant Principal (Pitlik) \$147,276
 10400 "14195 CSR SEC TCHR ELECT" \$111,682
 10400 STAFF CONF. ATTENDANCE, \$12,088

10183 TEACHER RELEASE DAYS \$28,483
 10183 "50003 OTH NON INSTRL CONT" \$6000

10183 "40227 GENERAL SUPPLIES" \$10,000
 10183 DIFF NON-CLASS DIFF COUN \$1539

Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (172-180 days) attendance rate - Percent of students missing 18 days or more in a school year	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY18-19 LCAP Targets
Teacher Activity Differential – to Provide lunch activities to promote school safety and encourage student attendance while promoting healthy individuals. 10183 Teacher Activity Differential. \$1539	1,539	Low Income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"> • Percentage of students attending school 96% or more (172-180 school days): 63% • Percentage of Students with Chronic Absence (Missing 18 days or 90% or lower): 11% • Percentage of All Staff attending 96% or Above: 80%

Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i> - Percentage of parent participation on School Experience Survey - Responses from parents and students participating in the survey	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY18-19 LCAP Targets
Advisory Committee Expenses- Will provide refreshments at ELAC, Title I and parent meetings. COMMUNITY REP. will provide parent workshops on topics to include but not limited to A-G requirements, College Planning, Culmination Requirements CA Dashboard, Importance of Attendance, WASC Informational meetings, PBIS (Positive Behavior Intervention Support) and Keeping Tabs on student work at home. Community Rep. will assist in the organization, coordination, and scheduling of parent workshops. To provide payment to community person performing a liaison role between the school and the community. Community Rep. will provide advice and interpretation	14,639	Low Income, EL, RFEP, and Foster Youth	<ul style="list-style-type: none"> • Percentage of Students Who feel a Part of Their School (Question on School Experience Survey): 89% • Parent/Caregiver Participation on School Experience Survey: 64% • Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually: 98% • Percentage of Parents Who State "My school provides resources to help me

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for parents and community members. Will serve as a resource adviser to the principal, teachers, parents, and school staff. Will implement the Parent Involvement Policy and provide trainings and workshops for parents.

support my child's education.": 95%

10405 "40169 ADVISORY COMM EXP" \$2000

10183 COMMUNITY REP \$12,639

<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i></p> <ul style="list-style-type: none"> - Suspension rate - Expulsion rate - Teachers appropriately credentialed for the students they are assigned to teach - Extent to which the school is implementing the Discipline Foundation Policy 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>Assistant Principal to provide support with SEL students, reduce suspensions and school climate and safety.</p> <p>Psychiatric Social Worker PSW: Will support positive student connections with peers, family, and the community of participating at-risk students to help increase student attendance and create a safe school climate. The PSW will facilitate student development of at-risk students and their ability to successfully deal with problems, crisis or traumatic experiences. Will deliver comprehensive social-emotional services aimed at empowering at-risk students to become college-and career-ready by removing barriers to the learning environment. To provide classroom consultation for teachers, and offer mental health promotion, awareness and education. The PSW will deliver violence prevention and problem solving strategies for at-risk students. *To provide 3.5 days from 7S046. *1.5 days from 10400.</p> <p>CMPUS AID & RST MA – will provide school safety around campus. CMPUS AIDE & RST FE– will provide school safety around campus.</p> <p>10183 CMPUS AID & RST MA \$11,217 10183 CMPUS AIDE & RST FE \$11,217 10400 Assistant Principal Sec (Aiello) \$148,964</p> <p>10400 "13114 ITIN PSYCH SOC WKR C" \$36,298</p>	<p>207,696</p>	<p>Low Income, EL, RFEP, and Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of Teachers that are Appropriately Credentialed for the Students They are Assigned to Teach: 100% • Percentage of Early Education Center and Pre-K through 12 Classroom Teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year: 25% • Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: 100% • Percentage of Facilities that are in Good Repair: 100% • Percentage of children whose eligibility for special education services were determined within 60 days of guidelines: 88% • Students with disabilities receive services specified in their Individualized Education Program (IEPs): 90%

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
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs)	<input type="checkbox"/>	110001	0.00 23,442	0.00 0	0.00 0	0.00 0	0.00 23,442
10420 10420 - TCHR AUXILIARY	<input type="checkbox"/>	110004	0.00 14,312	0.00 0	0.00 0	0.00 0	0.00 14,312
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 2,868	0.00 0	0.00 0	0.00 0	0.00 2,868
11622 11622 - COORD DIFF TCHR	<input type="checkbox"/>	110004	0.00 770	0.00 0	0.00 0	0.00 0	0.00 770
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	190004	0.00 770	0.00 0	0.00 0	0.00 0	0.00 770
117360 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 67,389	0.00 0	0.00 0	0.00 0	1.00 67,389
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00 1,539	0.00 0	0.00 0	0.00 0	0.00 1,539
12103 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	<input type="checkbox"/>	120021	0.00 48,397	0.00 0	0.00 0	0.00 0	0.00 48,397
12106 12106 - ITIN NURSE (6 Hrs / 4 Days)	<input type="checkbox"/>	120041	0.00 92,624	0.00 0	0.00 0	0.00 0	0.00 92,624
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 0.5 Day)	<input type="checkbox"/>	120021	0.00 84,696	0.00 0	0.00 0	0.00 0	0.00 84,696
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 111,682	0.00 0	0.00 0	0.00 0	1.00 111,682
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 111,682	0.00 0	0.00 0	0.00 0	1.00 111,682
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	0.00 0	1.00 115,775	0.00 0	0.00 0	1.00 115,775

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14190	<input type="checkbox"/>	190004	0.00	0	0.00	1,539	0.00	0	0.00	0	0.00	1,539
14190 - COL&CAREER COACH DIF												
14496	<input type="checkbox"/>	190001	1.00	115,775	0.00	0	0.00	0	0.00	0	1.00	115,775
14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)												
14692	<input type="checkbox"/>	190004	0.00	1,920	0.00	0	0.00	0	0.00	0	0.00	1,920
14692 - COORD X (NON-TUTOR)												
21021	<input type="checkbox"/>	240001	1.00	13,545	0.00	0	0.00	0	0.00	0	1.00	13,545
21021 - LIBRARY AIDE C1T/05 (3 Hrs / 5 Days)												
21720	<input type="checkbox"/>	290004	0.00	0	0.00	0	0.00	12,133	0.00	0	0.00	12,133
21720 - COMMUNITY REP.												
24520	<input type="checkbox"/>	210001	3.00	33,651	0.00	0	0.00	0	0.00	0	3.00	33,651
24520 - ED ADE 3 AVID C1T/05 (3 Hrs / 5 Days)												
30165	<input type="checkbox"/>	340101	0.00	-6,995	0.00	0	0.00	0	0.00	0	0.00	-6,995
30165 - HEALTH WELFARE CERT												
30166	<input type="checkbox"/>	370101	0.00	-2,505	0.00	0	0.00	0	0.00	0	0.00	-2,505
30166 - RETIREE BNFTS CERT												
30205	<input type="checkbox"/>	320201	0.00	1,426	0.00	0	0.00	0	0.00	0	0.00	1,426
30205 - PERS-LIBRARY AIDES												
50002	<input type="checkbox"/>	580030	0.00	15,000	0.00	0	0.00	0	0.00	0	0.00	15,000
50002 - CONTR INSTRL SVC												
50003	<input checked="" type="checkbox"/>	580002	0.00	4,495	0.00	0	0.00	0	0.00	0	0.00	4,495
50003 - OTH NON INSTRL CONT												
50174	<input type="checkbox"/>	580012	0.00	1,450	0.00	0	0.00	0	0.00	0	0.00	1,450
50174 - CURRICULAR TRIPS												
40239	<input type="checkbox"/>		0.00	30,748	0.00	0	0.00	506	0.00	0	0.00	31,254
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
Total			8.00	768,681	0.00	117,314	1.00	12,639	0.00	0	9.00	898,634

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**