

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

2017-2018

Implementation

EDISON MS (1811301)



**Superintendent  
Michelle King**

**Board Members**

Steven Zimmer, Board President

Dr. George McKenna III

Monica Garcia

Scott M. Schmerelson

Dr. Ref Rodriguez

Mónica Ratliff

Dr. Richard A. Vladovic

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### SCHOOL IDENTIFICATION

School Name: EDISON MS (1811301)

Local District: S

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

**For additional information on our school programs contact the following:**

Principal: VELASCO, SALVADOR A

E-mail address: sav8234@lausd.net

SPSA Designee: BALTAZAR, ILIANA

Position: ADVSR, CTEGORCL PGM

E-mail address: imb1922@lausd.net

School Address: 6500 HOOPER AVE, LOS ANGELES, CA 90001

School Telephone Number: 3238262500

**The District Governing Board approved this Single Plan for Student Achievement on:**

Received Delegated Authority 11/13/07 for Approval of School Plans for the duration of NCLB

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

REGINALD SAMPLE

Typed name of Local District Director



E-Signature of Local District Director

05/24/2017

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 Director	REGINALD SAMPLE <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>05/24/2017</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	<u>06/08/2017</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	<u>05/26/2017</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	<u>06/16/2017</u> <i>Signed Date</i>
Federal and State Education Programs	ROBERT OYE <i>Typed Name</i>	<input type="radio"/>	Revision Required	<input checked="" type="radio"/>	Approved	<u>06/16/2017</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)	03/17/2017	Vilma Perez	<i>Please sign here</i>
UTLA Chapter Chair	03/20/2017	Michael Fono	<i>Please sign here</i>

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

**This school plan was adopted by the School Site Council on the following date:** 03/20/2017  
*School plan approval appears in SSC Minutes.* Date

**Attested:**

Patricia Castaneda	<input checked="" type="checkbox"/>	03/20/2017
Typed name of SSC chairperson	E-Signature of SSC chairperson	Date

VELASCO, SALVADOR A	<input checked="" type="checkbox"/>	04/04/2017
Typed name of school principal	E-Signature of School principal	Date

*Please sign here*

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*Please print this page and sign.*

## 2017-2018 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"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	<b>Amount: \$</b> <u>                  645,246</u>
<input type="checkbox"/> <b>Title I: Targeted Assistance Program (70S46)</b> Purpose: To help educationally disadvantaged students achieve grade-level proficiency.	<b>Amount: \$</b> <u>                          0</u>
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	<b>Amount: \$</b> <u>                  11,340</u>
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	<b>Amount: \$</b> <u>                  44,148</u>
<b>Total amount of categorical funds allocated to this school: \$</b> <u>                  700,734</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.)

The resulting vision is the empowerment of competent and confident visionaries, decision makers, and catalysts of positive change

### 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?)

Our mission is to develop students who:

- a. understand the value of education, and the need for lifelong learning
- b. make connections across the disciplines
- c. apply their understandings to real-world contexts as practitioners and apprentices
- d. exhibit creative and critical thinking, make suppositions, question viewpoints, and search for patterns
- e. adapt to a changing technological world
- f. practice physical, mental, emotional, and social wellness
- g. demonstrate character through caring, honesty, trust, appreciation of differences and family
- h. conduct themselves safely, respectfully, and responsibly
- i set goals, explore professional directions, and demonstrate perseverance

### 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/>

Thomas Alva Edison Middle School opened in 1926, and is located in an unincorporated part of Los Angeles in the inner-city of South Los Angeles in Local District South. The school population is approximately 1300 students, 96% Hispanic/Latino, 4% African American.

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

Edison is a traditional, 8x2 block schedule, serving 6th, 7th and 8th grade students.

3. Indicate student enrollment figures:

Edison has approximately 1240 students in 6th, 7th and 8th grade. The enrollment has increased over the past few years.

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

- 94% of Edison students qualify for Title 1 program services

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

- The school population is approximately 1250 students, 96%Hispanic/Latino, 4% African American. Approximately 15% of students are Gifted and Talented, 12% are Students with Disabilities, 25% of students are English Learners, 46% are Reclassified Fluent English Proficient students and 1% are Foster Youth.

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:

- The school will provide academic assessment results to parents via the student planner both numerically and graphically so that the parents can understand the meaning. The school will provide interpreters when needed during parent conference and home calls. Assessment information is shared during Parent Workshops/Meetings/ Conferences in home language.

**7. Describe other important characteristics of the school (e.g., SLC, PLC):****Directions:** Check the box(es) next to the program(s) in which your school participates.

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP)   |
| <input type="checkbox"/>            | Title I Targeted Assistance School (TAS)   |
| <input checked="" type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input type="checkbox"/>            | Extended School-Based Management Model (ESBMM)   |
| <input type="checkbox"/>            | Local Initiative School (LIS)  |
| <input type="checkbox"/>            | Pilot School   |
| <input 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 type="checkbox"/>            | Professional Learning Community (PLC)  |
| <input type="checkbox"/>            | Small Learning Community (SLC)   |
| <input checked="" type="checkbox"/> | Other: CORE Waiver - Collaborative Partner   |

**Other important characteristics of the school:**

Other characteristics that distinguish Edison MS, the school was recognized as a demonstration School of Advance Studies in 2016 for the next five years; Edison MS has a functional active parent center that host parent educational workshops that informs our parents on methods to help their children be successful. Edison MS is an AVID Excel school offering opportunities for our Long-Term English Learners. Edison MS offers integrated technology with the use of Chromebooks in our Core Content classes; English Language Art, Math classes, Social Science and Science. Edison MS was awarded Dual Language Immersion Program in Spanish for the school year 2016-2017.

Edison MS had seventeen (17) teachers retire and transfer to other school sites, at the beginning of the school year 2016-2017, there were 6 positions unfilled at the beginning for the school year, (4 ELA, 1 Social Science, and 1 Science) and mid-semester (Late October), Edison MS experience a loss of a science teacher due to a heart attack, because it did occur on campus, one of our math teachers took a leave of absence for the remainder of the Fall Semester. Beginning of Spring Semester, most positions were filled with the exception of one science class and two (2) ELA classes.

## IMPACT OF THE PREVIOUS YEAR'S SPSA SPSA EVALUATION

**Directions:** Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement. Schools must keep copies of agendas, minutes and sign-ins as evidence that the SSC and English Learner Advisory Committee (ELAC) have reviewed and provided recommendations during the completion of the evaluation.

Did the school meet the School's Measurable Objective(s) last year in each of the following areas?

**100% Graduation** – Did the school meet the School's Measurable Objective last year?  Yes  No

**English Language Arts** – Did the school meet the School's Measurable Objective last year?  Yes  No

**Mathematics** – Did the school meet the School's Measurable Objective last year?  Yes  No

**English Learner Programs** – Did the school meet the School's Measurable Objective last year?  Yes  No

**Student, Staff, Parent and Community Engagement** – Did the school meet the School's Measurable Objective last year?  Yes  No

**100% Attendance, Suspension/Expulsion and Non-Cognitive Skills** – Did the school meet the School's Measurable Objective in the current school year?  Yes  No

## 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"/> Departments	All departments (Math, ELA, History, Science, PE, Electives, SDC) met and analyzed current SPSA 2016-2017 as a whole group department, they reviewed SBAC Data, School Report Card, School Experience Surveys, Interim Assessments results and SQII Report Card to make recommendations for new SPSA.	12/13/2016, 01/17/2017, 01/24/2017
<input checked="" type="checkbox"/> English Learner Advisory Committee	ELAC Committee composed of parents, reviewed School Report Card, School Experience Survey, Reclassification Rate and intervention classes data, gave feedback and made recommendations	12/09/2016, 01/20/2017
<input checked="" type="checkbox"/> School Site Council	SSCouncil which is composed of Parents, Students, Teachers and Staff met reviewed and discussed data: SBAC Data for ELA and Math, School Report Card, Interim Assessments results, Attendance rate for Fall Semester, School Experience Survey Results, Intervention classes and gave feedback.	12/09/2016, 01/23/2017, 02/27/2017
<input checked="" type="checkbox"/> Other: All Staff - PD	Conducted all staff meeting with staff to provide additional individual feedback for SPSA on Google Doc, to ensure full staff participation. Staff reviewed current SPSA, School Report Card, SBAC Data, School Experience Survey results, student work and interim assessments.	12/13/2016

Los Angeles Unified School District  
2017-2018 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:**

- CELDT / AMAOs
- School Report Card
- MyData
- Student Grades
- IEP Goals Data
- DIBELS Math
- DIBELS
- School Accountability Report Card (SARC)
- School Quality Improvement Index Report Card
- Smarter Balanced Assessment Criteria (SBAC)
- Interim Comprehensive Assessment (ICA)
- Interim Assessment Blocks (IAB)
- School Experience Survey
- Publisher's Assessments
- Reading Inventory (RI)
- N/A

**1. List key findings related to school's graduation rate based on objective, factual data (e.g., student outcome data, observations, surveys, focus groups, etc.).**

The School Report card shows that only 51% of students know which A-G courses they need to take to get into college and 25% of students are unsure of their highest level of education plan to complete.

Given the result of SBAC data 78% of students scored at Standard not met / nearly met in ELA and 81% in Math.

The School Experience Survey, shows that only 27% of students have met with someone this year to discuss their Individual Graduation Plan and showed that 40% of students have not used any type of technology in the classroom.

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

A key findings for the underlying issues were that our school has not been given a 1:1 on technology and therefore, many of our students have not been exposed to technology in the classroom. We currently have 4 computer labs that are often overbooked and limited in space to accommodate class sizes. Seventeen (17) of our teachers, left our school site to pursue other opportunities or they retired. Since we have a large number of new staff, they are not familiar with the CDE graduation and CSU/UC A-G requirements and have not all been trained on department strategies and therefore, these students have not had any consistency with school-based strategies, such as Accelerated reader and Writer's Workshop. Teachers are still transitioning in understanding the level of rigor (Depth of Knowledge – DOK), needed to address the learning targets necessary to meet/ exceed all common core state standards.

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

N/A

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

Based on recent grades, we are on track to meet our goal for increasing students being on track towards 100% high school graduation rate by 20% from 47% to 67%. This was attributed to providing student more opportunities to take/ make-up intervention hours with Saturday School and other intervention programs. The increase is also due to the new district culmination requirements for middle school students. In June 2016, our culmination rate was at 75%.

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

N/A

**State the School's Measurable Objective(s) for 2017-18**

By June 2018, culmination rate will increase by 5% from 75% to 80% to ensure students are on track towards 100% high school graduation.

By June 2018, students meeting with someone to discuss their Individual Graduation Plan will increase by 10%, from 27% to 37%.

By June 2018, students using technology in the classroom will increase by 10% from 40% to 50%.

\*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

*Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>In order to support the implementation of the 100% Graduation, the school's Instructional Leadership Team (ILT) that includes Administration, Intervention/Prevention Coordinator, EL Coach, College and Career Coach, along with Counselors will provide teachers and staff with professional development and access to professional learning to prepare students to be college and career ready and academic proficient for socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth. The professional development will focus on specific strategies to prepare students to be college and career ready. The professional development will be held during the school day, beyond the regular basis for grade levels/departments. Professional development focus will be on:</p> <ul style="list-style-type: none"> <li>• Growth MindSet</li> <li>• Social/Emotional Learning</li> <li>• Standard-Base Grading</li> <li>• Middle school district requirements</li> <li>• UC/CSU A-G requirements</li> <li>• CDE graduation requirements</li> <li>• Depth of Knowledge (DOK)</li> <li>• Data Analysis (Grade Criteria)</li> <li>• Effective practices for increase success as defined by improved grades</li> </ul>	07/01/2017 06/30/2018	<p>Pre-Post Student surveys on graduation requirements, Social Emotional Learning student surveys, and Grades</p> <p>Administrators will conduct classroom observations to monitor the implementation of strategies from PD/ training</p> <p>Principal, Administration team, School's Instructional Leadership Team (ILT) that includes Intervention/Prevention Coordinator, CPA, EL Coach, College and Career Coach, along with Counselors</p>
<p>The Instructional Leadership Team (ILT) and PSA will provide support in order to apply key strategies and promote effective learning to address the needs of all at-risk students.</p> <ul style="list-style-type: none"> <li>• Will conduct, design lessons and professional development during or beyond the regular assignment.</li> <li>• Facilitate the collection and analysis of data and work that reflects the problem-solving approach.</li> <li>• Coordinate lesson studies and facilitate debrief sessions with staff.</li> <li>• Will work with teachers to create, manage, interpret, use formative assessment data, examine student work, and plan and deliver appropriate instruction and interventions.</li> </ul>	07/01/2017 06/30/2018	<p>Pre-Post Student surveys on graduation requirements, Social Emotional Learning student surveys, and Grades</p> <p>Administrators will conduct classroom observations to monitor the implementation of strategies from Socio/Emotional Learning PD training</p> <p>Principal, Administration team, School's Instructional Leadership Team (ILT) that includes Intervention/Prevention Coordinator, CPA, EL Coach, College and Career Coach, along with Counselors</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:** Effective Classroom Instruction

*Academic : 100% Graduation*

Strategies
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Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher assistants will provide services to students under the direct supervision of highly qualified classroom teachers. The TA is a student enrolled in a two-or four-year college who provides reinforcement and support of instruction to participating students in the classroom. This includes paraprofessionals who (1) provide one-on-one tutoring, if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) assist with parental involvement activities, (5) provide support in a library or media center, or (6) act as a translator, for parents, guardians, and community members	07/01/2017 06/30/2018	Teacher evaluations on performance Scores from Pre/Post Interim assessments, and Grades Principal, administrators, CPA Coordinator
CSR Teachers : The services of a highly qualified , register-carrying teacher to reduce class size for literacy in Science classes. Day to Day Subs Benefited Absences for CSR Teacher to cover 4 days of benefited absences.	07/01/2017 06/30/2018	Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation. Social Emotional Learning student surveys, and Grades  Principal, CPA/TSP Coordinators, Instructional Coaches, Intervention Coordinator, College and Career Coach, and Counselors
Teachers will create an effective classroom by having evidence of short and long term planning that include grade appropriate Social/ Emotional Learning strategies and content (CCSS). Classroom instruction will include lessons that are rigorous and differentiated to meet the needs of all students including at risk students. Teachers will use content objectives and plan lessons with research-based strategies	08/14/2017 06/30/2018	Pre-Post Student surveys on graduation requirements, Social Emotional Learning student surveys, and Grades  Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation. Principal, CPA/TSP Coordinators, Instructional Coaches, Intervention Coordinator, , College and Career Coach, and Counselors

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools ( 7S046 )	13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	13579	112,271	1.00	100
CE-NCLB T1 Schools ( 7S046 )	10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	10562	1,463		100
CE-NCLB T1 Schools ( 7S046 )	30210 - TA HEALTH&MEDBENEFIT	30210	5,100	0.00	100

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

Academic : 100% Graduation

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Using the problem solving model, the school will provide targeted intervention programs before/after school, Saturday and during the summer (intensive intervention, WiseLives, College Prep, etc.).	07/01/2017 06/30/2018	Pre-Post Student surveys on graduation requirements, Social Emotional Learning student surveys, and Grades  The ILT- Categorical Advisor, Interv/ Prevention Coordinator, Targeted Student Population Coordinator, EL Coach, College and Career Caoch and counselors will monitor that students are programmed into the correct interventions according to the Master Plan and student intervention needs as determined by data.  Principal, Administration Team
All students will be programmed into a double-block of English Language Arts and Mathematics. Tier II intervention will be embedded during school day. School will use locally designed intervention. Locally designed intervention materials will be generated for intervention during or after the school day and for in-class supplemental instruction to support middle school culmination requirements.	07/01/2017 06/30/2018	Pre-Post Student surveys on graduation requirements, Social Emotional Learning student surveys, and Grades  The ILT- Categorical Advisor, Interv/ Prevention Coordinator, Targeted Student Population Coordinator, EL Coach, College and Career Caoch and counselors will monitor that students are programmed into the correct interventions according to the Master Plan and student intervention needs as determined by data.  Principal, Administration Team
The ILT- Categorical Advisor, Interv/ Prevention Coordinator, Targeted Student Population Coordinator, EL Coach, College and Career Caoch and counselors will identify targeted students for intervention, coordinate the program, construct curriculum, and prepare materials for program implementation.	07/01/2017 06/30/2018	Pre-Post Student surveys on graduation requirements, Social Emotional Learning student surveys, and Grades  The ILT- Categorical Advisor, Interv/ Prevention Coordinator, Targeted Student Population Coordinator, EL Coach, College and Career Caoch and counselors will monitor that students are programmed into the correct interventions according to the Master Plan and student intervention needs as determined by data.  Principal, Administration Team

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:** Building Parent Capacity and Partnership to Support the Academic Goal

Academic : 100% Graduation

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The ILT – Principal Instructional Coach, Categorical Advisor, Intervention/ Prevention Coordinator, Targeted Student Population Coordinator, PSA counselor, EL Coach, counselors and Community Representative will facilitate/provide workshops for parents during regular school day/ afterschool/ Saturdays, to help support their child to be college and career ready:</p> <ul style="list-style-type: none"> <li>• LAUSD Graduation Requirements</li> <li>• Middle School Culmination Requirements</li> <li>• IGP (Individual Graduation Plan)</li> <li>• Transition into High School</li> <li>• Zone of Choice</li> <li>• Choices Brochure</li> <li>• CDE Requirements</li> <li>• UC/CSU A-G Requirements</li> <li>• Career Pathways</li> <li>• Importance of daily Attendance</li> <li>• Importance of School Student Planner</li> <li>• Student Recognition Award Assemblies</li> <li>• ELAC meetings</li> <li>• GATE/SAS Monthly Parent meetings</li> <li>• AVID Parent Meetings</li> <li>• Student-Led Conferences</li> <li>• Pin and Ribbon Ceremony (8th Grade Students)</li> <li>• Parent/volunteer training</li> <li>• Parent Classroom Observations (Parent Instructional Rounds)</li> <li>• Monthly Coffee with the Principal</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Principal / ILT will collect Parent Surveys/Evaluations will be provided to parents after each training/workshop</p> <p>Principal, The ILT- Categorical Advisor, Interv/ Prevention Coordinator, Targeted Student Population Coordinator, EL Coach, College and Career Caoch, counselors and PSA, Counselors, GATE/SAS Coordinator, 8th Grade Class Sponsor</p> <p>Principal, Administration Team</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District  
2017-2018 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 / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

Based on the SBAC summative, 78% of Edison students are scoring Standard Not Met/Standard Nearly Met. The ELA claims shows that 55% of our students scored below standard in Reading (Demonstrating understanding of literary and non-fictional texts) and 52% in Writing (Producing Clear and Purposeful Writing). Overall 87% of 6th grade students, 77% of 7th grade students and 77% of 8th grade students scored at Standard Not Met/Standard Nearly Met.

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

A key finding for the underlying issues was that six (6) of our veteran ELA teachers, left our school site to pursue other opportunities or they retired. We currently still have two (2) unfilled ELA positions (1- 7th Grade, 1-8th Grade). Since most of our ELA staff is new to our school site, they have not all been trained on department strategies and therefore, these students have not had any consistency with school-based strategies, such as Accelerated reader and Writer's Workshop. Teachers are still transitioning in understanding the level of rigor (Depth of Knowledge – DOK), needed to address the learning targets necessary to meet/ exceed all common core state standards. We lost our instructional coach, so there was very little help in addressing the strategies.

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

N/A

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

N/A

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

Fill all unfilled position, ensure all ELA teachers are attending PD/ training on Accelerated Reader, Depth of Knowledge, Writer's Workshop, AVID strategies, and Reading Comprehensions Strategies such as Notice & Note. Edison's Instructional Leadership team will help with the implementation of department strategies such as Writer's Workshop, Accelerated Reader, Notice and Note. The ILT will help new teachers with delivery of instruction, and training of department strategies. The administration team will conduct regular classroom observations to ensure implementation of department strategies. Plan for Peer Observations and sharing of best practices.

**State the School's Measurable Objective(s) for 2017-18**

By June 2018, English Language Arts will increase the SBAC standards met/standards exceeded by 7% from 22% to 29%

\*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

*Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher- X-Time -- The ELA Department will meet to collaborate, design lessons, and create tools for program implementation in order to meet the writing demands of the Smarter Balance Assessment. Teachers will implement Writer's Workshop.</p> <p>Teachers will facilitate workshops outside of their basic assignment that support Writers Workshop, reading comprehension strategies, analyzing SBAC data, Accelerated Reading Program, building academic vocabulary, Depth of Knowledge (DOK), Integration of Technology (e.g. GOOGLE classroom)</p> <p>Afterschool 1 hr on 08/16/17 and 08/22/17 (2 Lead Teacher x 2hrs x\$77.90 = \$311.6)</p> <p>Afterschool 08/22/17 (11 Teachers x 1hr x \$77.90 = \$856.90)</p>	<p>08/16/2017 08/22/2017</p>	<p>Interim Assessments, SBAC data Principal, Coordinators, Instructional Coaches will meet to monitor student progress and monitor implementation of CCSS using collection and analysis of data and student work that reflects the problem-solving approach.</p> <p>Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation.</p>
<p>Categorical Program Advisor - along with the Instructional Leadership Team (ILT- Administrators, Coordinators, Coaches, support staff) will provide teachers and staff access to professional learning in order to support the implementation of the Common Core State Standards to accelerate proficiency for socially economically disadvantaged, Title I students, Standard English learners (SELS), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth. To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies to ensure academic proficiency. The professional learning will be held during the school day, beyond the regular basis for grade levels/departments. Professional development focus will be on:</p> <ul style="list-style-type: none"> <li>• Depth of Knowledge (DOK)</li> <li>• English Language Arts Claims</li> <li>• Writing Instruction (e.g. Writer's Workshop and Kelly Gallagher)</li> <li>• Reading Comprehension (e.g. Notice &amp; Note Strategies for Fiction and Nonfiction, Focused Reading Intervention)</li> <li>• Accelerated Reader</li> <li>• Peer Observations</li> <li>• Integration of Technology (e.g. GOOGLE classroom)</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation. Teacher evaluations of PD/ trainings will be reviewed to inform and modify future training as needed.</p>
<p>The Instructional Leadership Team will facilitate the collection and analysis of data and student work that reflects the problem-solving approach.</p> <p>Coordinators and coaches will coordinate lesson studies and facilitate debriefing sessions with staff.</p> <p>Coordinators and coaches will work with teachers to create, manage, interpret, use formative assessment data, examine student work, and plan and deliver appropriate instruction and targeted interventions.</p>	<p>07/01/2017 06/30/2018</p>	<p>Principal, Coordinators, Instructional Coaches will meet to monitor student progress and monitor implementation of CCSS using collection and analysis of data and student work that reflects the problem-solving approach.</p> <p>Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation.</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Intervention/prevention Coordinator-- will conduct, design lessons and professional development during and/or beyond the regular assignment. In order to ensure the most effective instructional environment.	07/01/2017 06/30/2018	Principal, Coordinators, Instructional Coaches will meet to monitor student progress and monitor implementation of CCSS using collection and analysis of data and student work that reflects the problem-solving approach.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	10373 - TCHR X TIME DIRECT	10373	1,170		100
CE-NCLB T1 Schools ( 7S046 )	14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	14496	116,303	1.00	100
CE-NCLB T1 Schools ( 7S046 )	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	117360	68,638	1.00	100
CE-NCLB T1 Schools ( 7S046 )	30165 - HEALTH WELFARE CERT	30165	-6,935	0.00	100
CE-NCLB T1 Schools ( 7S046 )	30166 - RETIREE BNFTS CERT	30166	-2,540	0.00	100
CE-NCLB T1 Schools ( 7S046 )	30170 - OPEB CERT	30170	-1,010	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher assistants-- Provide services to socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth, under the direct supervision of highly qualified classroom teachers. The TA is a student enrolled in a two-or four-year college who provides reinforcement and support of instruction to participating students in the classroom. This includes paraprofessionals who (1) provide one-on-one tutoring, if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) assist with parental involvement activities, (5) provide support in a library or media center, or (6) act as a translator, for parents, guardians, and community members	07/01/2017 06/30/2018	Teacher evaluations on performance Scores from Pre/Post Interim assessments, and Grades Principal, administrators, CPA Coordinator
Microcomputer Support Assistant (MSA) -- MSA will troubleshoot hardware and software malfunctions to ensure technology is available for all at-risk student's instructional program in supplemental literacy. (At-Risk Students include: socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth)	07/01/2017 06/30/2018	Teacher/ staff support surveys/ evaluations on performance Principal, administrators, ILT (Instructional Leadership Team), Department Chair

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will use technology (i.e chromebooks) to facilitate the implementation of Writer's Workshop and the integration of technology-based lessons during instructional time to maximize instruction and student engagement for all at-risk students. (socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth).	07/01/2017 06/30/2018	Scores from Pre/Post Interim assessments and Grades Student Engagement survey's  Principal, administrators, ILT (Instructional Leadership Team), Department Chair
Teachers will create an effective classroom by having evidence of short and long term planning that include grade appropriate content (CCSS). Classroom instruction will include lessons that are rigorous and differentiated to meet the needs of all at-risk students. (At-Risk Students include, proficient for socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth).	07/01/2017 06/30/2018	Scores from Pre/Post Interim assessments and Grades  Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation.  Teachers will do reciprocal observations and provide strategic feedback focused on specific strategies.
Teachers will use content learning objectives/depth of knowledge (DOK) and plan lessons with research-based strategies (i.e. Say Mean Matter, AVID strategies such as annotating the text, levels of questioning, AVID Weekly Socratic seminars, in order to maintain appropriate pacing and transitions with at-risk students (e.g. timers, pre-set time allotted for specific tasks). Teachers will incorporate the strategies learned from professional development opportunities.	07/01/2017 06/30/2018	Scores from Pre/Post Interim assessments and Grades  Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation. Teachers will do reciprocal observations and provide strategic feedback focused on specific strategies.
Teachers will implement Writer's Workshop. The ELA Department will meet to collaborate, design lessons, and create tools for program implementation in order to meet the writing demands of the Smarter Balance Assessment	07/01/2017 06/30/2018	Scores from Pre/Post Interim assessments and Grades  Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation. Teacher evaluations of PD trainings will be reviewed to inform and modify future trainings as needed Teachers will do reciprocal observations and provide strategic feedback focused on specific strategies.
The school's instructional Leadership team will provide support in order to apply key strategies that promote effective learning for all at-risk students. Strategies must support the Common Core State Standards.	07/01/2017 06/30/2018	Administrators, classroom teachers, coordinators and the Librarian/ Media teacher will monitor activities and relevant data to ensure the effectiveness of the programs by analyzing pre/post reading levels.



Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will implement a minimum of 15 minutes and maximum of 25 minutes of instructional time of the Accelerated Readers program (Renaissance Learning), in order to improve Edison's At-Risk Students reading comprehension skills as well as improve their understanding of literary and nonfiction text. Teachers will be conferencing with student on setting AR reading goals, and maintaining a reading log.	08/01/2017 06/30/2018	Accelerated Readers baseline scores and growth, Scores from Pre/Post Interim assessments and Grades  Administrators, classroom teachers, coordinators and the Librarian/ Media teacher will monitor activities and relevant data to ensure the effectiveness of the programs by analyzing pre/post reading levels.

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools ( 7S046 )	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools ( 7S046 )	30210 - TA HEALTH&MEDBENEFIT	30210	10,200		100
CE-NCLB T1 Schools ( 7S046 )	25690 - MICRO SUP AST C1T/04 (6 Hrs / 5 Days)	25690	58,294	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	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The School's Instructional Leadership Team (ILT= EL Coach, Categorical Advisor, Targeted Student Population Coordinator, Interv/Prevn Coordinator, and counselors) will identify targeted students for intervention, coordinate the program, construct curriculum, and prepare material for program implementation.	07/01/2017 06/30/2018	The school's ILT will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data.  Principal, Department Chairs, Counselors, Instructional Leadership Team, Instructional Specialist
Intervention programs will target students both inside and outside of the CORE classes to increase percentage of students scoring proficiency (standards met/standards exceeded) in English. School will use locally designed intervention that will be provided by teachers.Using the problem solving model, the school will provide targeted intervention programs before/after school, Saturday and during the summer.	07/01/2017 06/30/2018	The school's ILT will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data.  Principal, Department Chairs, Counselors, Instructional Leadership Team, Instructional Specialist

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher Assistants will work with teachers to provide small group instruction during intervention classes.	07/01/2017 06/30/2018	Teacher evaluations on performance Scores from Pre/Post Interim assessments, and Grades Principal, administrators, CPA Coordinator
Locally designed intervention materials will be generated for intervention during or after the school day and for in-class supplemental instruction for supporting CCSS. (Writer's Workshop, AR, etc..) All students will be programmed into a double-block of English.	07/01/2017 06/30/2018	The school's ILT will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data.  Principal, Department Chairs, Counselors, Instructional Leadership Team, Instructional Specialist
High achieving students (GATE/SAS) will participate in peer to peer tutoring after-school to target students that are not meeting standards.	07/01/2017 06/30/2018	Scores from Pre/Post Interim assessments, SBAC, SAS/GATE Coordinator, Instructional Leadership Team, Principal, Administration

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	11681 - CRD DIF CAT PRG ADV	11681	758		100
CE-NCLB T1 Schools ( 7S046 )	11759 - INTVN/PREV SUPC DIFF	11759	1,516	0.00	100

**Focus Area:** Building Parent Capacity and Partnership to Support the Academic Goal *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will facilitate workshops outside of their basic assignment for parents that *support Writers Workshop, *reading comprehension strategies, *analyzing SBAC data, * Accelerated Reading Program, *building academic vocabulary, *Depth of Knowledge questioning and reasoning. (DOK),	07/01/2017 06/30/2018	Parent Surveys/Evaluations will be provided to parents after each training/workshop  Principal, the school's ILT
Family Literacy Night- English and Social Science teachers will provide parents another way to be involved in their child's education and interact with their child's teacher. Family Literacy Night provides students with educational games and activities, typically focusing on one academic discipline and particular skill-building strategies.	07/01/2017 06/30/2018	Review of trainings offered to parents (agendas, sign-ins, flyers, evaluations, etc.)  Principal, the school's ILT

**Budget**

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District  
2017-2018 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 / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	School Quality Improvement Index Report Card
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

Based on the SBAC summative, 81% of Edison students are scoring Standard Not Met/Standard Nearly Met. 65% of Edison students scored below standard on Claim 1 (Applying Concepts & Procedures). Overall 81% of 6th grade students scored Standard Not Met/Standard Nearly Met, 7th graders scored 80% and 8th grade students scored 85% at Standard Not Met/Standard Nearly Met.

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

A key finding for the underlying issues was that three (3) of our veteran Math teachers and our Instructional Coach, left our school site to pursue other opportunities. Since staff is new to our school site, they have not all been trained on department strategies and therefore, these students have not had any consistency with school-based strategies and interventions. Teachers are still transitioning in understanding the level of rigor (Depth of Knowledge – DOK), needed to address the learning targets necessary to meet/ exceed all common core state standards. With the loss of our instructional coach, there was very little help in addressing the strategies.

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

N/A

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

N/A

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

The Math department will implement a new intervention piece called Flash Back Fridays, the department will ensure all Math teachers are attending PD on the M.A.R.S intervention training, Depth of Knowledge, and implementation of AVID strategies. Edison's Instructional Leadership team will help with the implementation of department strategies and to help our new teachers with delivery of instruction. Regular classroom observations by administration will be conducted to ensure implementation of department strategies. Peer Observations and sharing of best practices will be implemented as needed.

**State the School's Measurable Objective(s) for 2017-18**

By June 2018, Math we will increase the SBAC standards met/standards exceeded by 8% from 19% to 27%

\*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

Academic : Mathematics

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher-X-Time-- The Math Department will meet to collaborate, design lessons, and create tools for program implementation in order to meet the reading and writing demands of the Smarter Balance Assessment.</p> <p>Teachers will facilitate workshops outside of their basic assignment that support reading comprehension strategies, analyzing SBAC data, building academic vocabulary, Depth of Knowledge (DOK), Integration of Technology (e.g. GOOGLE classroom)</p> <p>Teachers will work outside of their basic assignment for analyzing Math Interim Assessments, and SBAC data, review student work, discuss best practices, identify student needs and plan differentiated instruction for all at-risk students</p> <p>Afterschool 1 hr on 08/16/17 and 08/22/17 (2 Lead Teacher x 2hrs x\$77.90 = \$311.6)</p> <p>Afterschool 08/22/17 (10 Teachers x 1hr x \$77.90 = \$779.00)</p>	<p>08/16/2017 08/22/2017</p>	<p>Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation.</p> <p>Scores from Pre/Post Interim assessments, and Weekly Diagnostics (DARTS)</p> <p>Principal, Instructional Specialists, Coordinators,</p>
<p>The school's Instructional Leadership Team (ILT) (EL Coach, Categorical Advisor, Targeted Student Population Coordinator, Interv/Prevn Coordinatoor) will conduct, design lessons and professional development during and/or beyond the regular assignment. In order to ensure the most effective instructional environment.</p> <p>The ILT team will facilitate the collection and analysis of data and student work that reflects the problem-solving approach. Coordinate lesson studies and facilitate debrief sessions with staff.</p> <p>The ILT team will work with teachers to create, manage, interpret, use formative assessment data, examine student work, and plan and deliver appropriate instruction and interventions.</p>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation. Scores from Pre/Post Interim assessments, and Weekly Diagnostics (DARTS)</p> <p>Principal, Instructional Specialists, Coordinators,</p>
<p>In order to support the implementation of the Common Core State Standards, the ILT will provide teachers and staff access to professional learning to accelerate proficiency for socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth. To elicit critical thinking and deeper understanding with texts and other content, professional development will focus on specific strategies to ensure academic proficiency. The professional development will be held during the school day beyond the regular basis for grade levels/departments. Professional development focus will be on:</p> <ul style="list-style-type: none"> <li>• Depth of Knowledge (DOK)</li> <li>• Mathematical Practices</li> <li>• Mathematical Claims</li> <li>• Cooperative Learning</li> <li>• Academic Vocabulary and Language Development</li> <li>• Writing in Mathematics</li> <li>• Rigor: Fluency, Conceptual Understanding, Application</li> <li>• Peer Observations</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will conduct classroom observations to monitor the implementation of strategies from PD and differentiation.</p> <p>Scores from Pre/Post Interim assessments, and Weekly Diagnostics (DARTS)</p>

**Budget**

Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	10373 - TCHR X TIME DIRECT	10373	1,126		100

**Focus Area:**

**Effective Classroom Instruction**

*Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher assistants- Provide services to Edison's At-Risk Students (socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth), under the direct supervision of highly qualified classroom teachers. The TA is a student enrolled in a two-or four-year college who provides reinforcement and support of instruction to participating students in the classroom. This includes paraprofessionals who (1) provide one-on-one tutoring, if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) assist with parental involvement activities, (5) provide support in a library or media center, or (6) act as a translator, for parents, guardians, and community members</p>	<p>07/01/2017 06/30/2018</p>	<p>Teacher evaluations on performance  Scores from Pre/Post Interim assessments, Weekly Diagnostics (DARTS) and Grades Principal, administrators, CPA Coordinator</p>
<p>CSR Teachers: The services of a highly qualified, register-carrying teacher to reduce class size for mathematics classes. Day to Day Subs Benefited Absences for CSR Teacher to cover 2 days of benefited absences.</p>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will collect evidence of planning and offer feedback. They will utilize formal and informal observations with an emphasis on the T&amp;L Framework focus standards  Scores from Pre/Post Interim assessments, Weekly Diagnostics (DARTS) and Grades Principal, administrators, ILT (Instructional Leadership Team)</p>
<p>Teachers will create an effective classroom by having evidence of short and long term planning that include grade appropriate content (CCSS). Classroom instruction will include lessons that are rigorous and differentiated to meet the needs of all At-Risk Students (Socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth). Teachers will use content learning objectives/depth of knowledge (DOK) and plan lessons with research-based strategies (i.e. Say Mean Matter, AVID strategies such as annotating the text, levels of questioning, in order to maintain appropriate pacing and transitions with students (e.g. timers, pre-set time allotted for specific tasks). Teachers will incorporate the strategies learned from professional development opportunities.</p>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will collect evidence of planning and offer feedback. They will utilize formal and informal observations with an emphasis on the T&amp;L Framework focus standards.  Scores from Pre/Post Interim assessments, Weekly Diagnostics (DARTS) and Grades  Teachers will do reciprocal observations and provide strategic feedback focused on specific strategies.  Principal, administrators, ILT (Instructional Leadership Team)</p>
<p>Teachers will implement D.A.R.T.S. (Math Tutorial periods). The Math Department will meet to collaborate, design diagnostic concept tasks, real-world application tasks and create additional tools for program implementation in order to meet the demands of the Smarter Balance Assessment for Edison's At-Risk Students.  All students will be programmed into a double-block of Mathematics</p>	<p>07/01/2017 06/30/2018</p>	<p>Scores from Pre/Post Interim assessments, and Weekly Diagnostics (DARTS)  Principal, administrators, ILT (Instructional Leadership Team), Department Chair</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The ILT Team (EL Coach, Categorical Advisor, Targeted Student Population Coordinator and Interv/Prev Coordinator) will provide support in order to apply key strategies that promote effective learning for all at-risk students. Strategies must support the Common Core State Standards. Coaches and Coordinators will conduct, design lessons and professional development during and/or beyond the regular assignment. In order to ensure the most effective instructional environment. Will conduct, design lessons and professional development during or beyond the regular assignment.</p> <p>The ILT will work with teachers to create, manage, interpret, use formative assessment data, examine student work, and plan and deliver appropriate instruction and interventions for Edison's At-Risk Students.</p>	<p>07/01/2017 06/30/2018</p>	<p>Administrators will collect evidence of planning and offer feedback</p> <p>Scores from Pre/Post Interim assessments, Weekly Diagnostics (DARTS) and Grades</p> <p>Principal, administrators</p>
<p>Teachers will use technology (i.e chromebooks, IXL) to facilitate the implementation of integration of technology-based lessons during instructional time to maximize instruction and student engagement for Edison's At-Risk Students (Socially economically disadvantaged, Title One students, standard English learners (SELs), English Learners (ELs), Long-term English Learners (LTELs), students with disabilities (SWD) and foster youth)</p>	<p>07/01/2017 06/30/2018</p>	<p>Scores from Pre/Post Interim assessments, Weekly Diagnostics (DARTS) and Grades Student Engagement survey's</p> <p>Principal, administrators, ILT (Instructional Leadership Team), Department Chair</p>
<p>Microcomputer Support Assistant will troubleshoot hardware and software malfunctions to ensure technology is available for Edison's At-Risk student's instructional program in supplemental literacy.</p>	<p>07/01/2017 06/30/2018</p>	<p>Teacher/ staff support surveys/ evaluations on performance</p> <p>Principal, administrators, ILT (Instructional Leadership Team), Department Chair</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools ( 7S046 )	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	107762	18,455	1.00	100
CE-NCLB T1 Schools ( 7S046 )	10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	10562	731		100
CE-NCLB T1 Schools ( 7S046 )	30210 - TA HEALTH&MEDBENEFIT	30210	10,200	0.00	100
CE-NCLB T1 Schools ( 7S046 )	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	13644	56,135	1.00	50

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

**Strategies**



Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Intervention programs will target students both inside and outside of the CORE classes to increase percentage of students scoring proficiency (standards met/standards exceeded) in Math.</p> <p>Using the problem solving model, the school will provide targeted intervention programs before/after school, Saturday and during the summer.</p>	<p>07/01/2017 06/30/2018</p>	<p>Counselors and CPAs will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data.</p> <p>Scores from Pre/Post Interim assessments, and Weekly Diagnostics (DARTS)</p> <p>Principal, Department Chairs, Counselors, Instructional Leadership Team,</p>
<p>Locally designed intervention materials will be generated for intervention during or after the school day and for in-class supplemental instruction for supporting CCSS. All students will be programmed into a double-block of Mathematic</p>	<p>07/01/2017 06/30/2018</p>	<p>Counselors and CPAs will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data.</p> <p>Scores from Pre/Post Interim assessments, and Weekly Diagnostics (DARTS)</p> <p>Principal, Department Chairs, Counselors, Instructional Leadership Team,</p>
<p>The school's ILT (Instructional Leadership Team) will identify targeted students for intervention, coordinate the program, construct curriculum, and prepare material for program implementation.</p>	<p>07/01/2017 06/30/2018</p>	<p>Counselors and CPAs will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data.</p> <p>Scores from Pre/Post Interim assessments, and Weekly Diagnostics (DARTS)</p> <p>Principal, Department Chairs, Counselors, Instructional Leadership Team,</p>
<p>High achieving students (GATE/SAS) will participate in peer to peer tutoring after-school to target students that are not meeting standards.</p>	<p>07/01/2017 06/30/2018</p>	<p>Scores from Pre/Post Interim assessments, and Weekly Diagnostics (DARTS)</p> <p>SAS/GATE Coordinator, Instructional Leadership Team, Principal, Administration</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:** Building Parent Capacity and Partnership to Support the Academic Goal

Academic : Mathematics

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will facilitate workshops outside of their basic assignment that support the *analyzing of SBAC data, *math practice problems (POW- Problem of the Week) *Story Problems *DARTS *MARS *building academic vocabulary, *Depth of Knowledge questioning and reasoning. (DOK),	07/01/2017 06/30/2018	Parent Surveys/Evaluations will be provided to parents after each training/workshop  Review of trainings offered to parents (agendas, sign-ins, flyers, evaluations, etc.)  Principal, the school's ILT
Family Literacy Night with Math and Science teachers will provide parents another way to be involved in their child's education and interact with their child's teacher. Family Literacy Night provides students with educational games and activities, typically focusing on academic discipline and particular skill-building strategies.	07/01/2017 06/30/2018	Parent Surveys/Evaluations will be provided to parents after each family nights.  Principal, the school's ILT

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District  
2017-2018 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 checked="" type="checkbox"/>	CELDT / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input checked="" 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"/>	School Quality Improvement Index Report Card
<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 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 (e.g., student outcome data, observations, surveys, focus groups, etc.).**

English Learners comprise 25% of Edison's student population. 83% of the school's English Learners are Long-Term English Learners (LTELs). The overall achievement of our ELs this past year did show some improvement as measured by AMAO 1, however, not in AMO 2. In 2014-2015; AMAO 1=36% compared to 2015-2016, AMAO 1=43%, indicates an increase of 7%. In AMO2 014-2015, AMAO 2= 28% compared to 2015-2016, AMAO 2=27%, indicates a decrease of 1%. Also, Edison's reclassification rate decreased by 7% from 17% in 2014-2015 to 10% in 2015-2016.

Based on our School Report card Edison did show a growth of 19% in student scoring Basic or higher on the Scholastic Reading Inventory (SRI), from 11% in 2014-2015 to 30% in 2015-2016. The School Report Card also showed that there was a 6% increase of students passing ELA with a "C" or better, from 46% in 2014-2015 to 52% in 2015-2016.

100% of Edison MS English Learners scored standard not met/standard nearly met in the ELA SBAC standards.

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

Key findings for the underlying issues was determined that teachers were not familiar with the performance levels or claims. Given the result of SBAC data the EL subgroup needs to improve their literacy skills across all content areas in order to meet/exceed standards.

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

N/A

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

N/A

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

Teachers need to continue to build capacity in instructional delivery using common core state standards/ELD standards. Teachers need to continue using formative assessments to direct instruction and build on their ability to ask purposeful questions (DOK- Depth of Knowledge).

**State the School's Measurable Objective(s) for 2017-18**

By June 2018, English Language Learners will decrease the SBAC standards not met/nearly met by 5%, from 100% in 2015-16 to 95% in ELA. .

By June 2018 the reclassification rate for Edison Middle School English Learners will increase by 11%, from 11% in 2015-2016 to 22%.

By June 2018, English Learners will increase in the number of students passing ELA with a "C" or better, 5% from 52% to 57%

By June 2018, 2% of English Learners with an IEP will meet reclassification criteria .

\*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

*Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>English Learner Coach-- The EL Coach will facilitate PD to the ELD/LTEL Team on the implementation of the CA ELD Standards:</p> <ul style="list-style-type: none"> <li>• Designing and teaching instructional units aligned to ELD Standards</li> <li>• Utilizing the Teaching and Learning Framework - focus on ELD Standards implementation and language objectives</li> <li>• Facilitate grade-level/content area professional development to design designated and integrated lessons using ELD standards and language objectives, High Impact Essential Practices, Constructive Conversation Skills</li> <li>• Teaching the Designated ELD START SMART lessons focused on Constructive Conversation Skills and Designated ELD model lessons focusing on the High Impact Essential Practices: Using Complex Text, Fostering Academic Interactions &amp; Fortifying Complex Output</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>English Learners will increase in the number of students meeting reclassification criteria.</p> <p>Increase in the percentage of EL students meeting the ELA SBAC standards.</p> <p>Data from classroom observations (to assess the effectiveness of PD and provide actionable feedback to teachers)</p> <p>Coaches/ Coordinators/Principal</p>
<p>Teacher X-Time English Learner/LTEL teachers, Coaches, Coordinators will be provided with Teacher Release Days, Teacher X-time, and/or staff training rate to participate in EL related professional development. This will allow them to effectively deliver targeted, rigorous ELD instruction. The professional development will be held during school hours, as well as after school, during the summer, and/or on Saturdays.</p> <ul style="list-style-type: none"> <li>- Peer observations -Text Complexity</li> <li>- Interdisciplinary Teaching</li> <li>- Expository Writing Across the Curriculum</li> <li>- Data Analysis -Access to Core Strategies</li> <li>- Sentence/Paragraph Frames -Collaborative Groups</li> <li>- Reading Strategies - Say, Mean, Matter</li> <li>- Graphic Organizers (Thinking Maps) -Annotating the text</li> <li>- Instructional Conversations -Designated/Integrated ELD</li> <li>- Academic Vocabulary - Depth of Knowledge (DOK)</li> <li>- ELPAC, and the Reclassification process</li> <li>- Integrated ELD strategies/methodology</li> <li>- ELD Standards - Content/ELD/Language Objectives</li> <li>- Protocols for Checking for Understanding (EDI)</li> <li>- Language Appraisal Team</li> <li>- Start Smart Lessons</li> <li>- AVID EXCEL strategies</li> <li>- Locally Designed Intervention Program curriculum to meet the needs of EL's</li> <li>- SBAC for EL's</li> <li>- Teaching Science, Social Studies, Math to EL's/LTEL's</li> <li>- Writer's Workshop</li> <li>- Designated/Integrated ELD</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>English Learners will increase in the number of students meeting reclassification criteria.</p> <p>Increase in the percentage of EL students meeting the ELA SBAC standards.</p> <p>Data from classroom observations (to assess the effectiveness of PD and provide actionable feedback to teachers)</p> <p>Coaches/ Coordinators/Principal</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
English Learner/LTEL teachers, Coaches, Coordinators will attend conferences and trainings in order to gather strategies and innovations in English Language Development/ELD Standards and the Common Core State Standards. Attendees will then present these strategies to others within their departments, grade levels, and/or school-wide. Conferences can include but are not limited to CABE, Kate Kinsella, Kelly Gallagher, Writer's Workshop, ELD Standards	07/01/2017 06/30/2018	English Learners will increase in the number of students meeting reclassification criteria.  Increase in the percentage of EL students meeting the ELA SBAC standards.  Data from classroom observations (to assess the effectiveness of PD and provide actionable feedback to teachers)  Coaches/ Coordinators/Principal
EL/LTEL Teachers, Coaches, Coordinators will attend ELD Standards Professional Development (Designated/Integrated ELD), PD will be provided by LD South and/or the EL Coach. The professional development will be held during school hours, as well as after school during the summer, and/or on Saturdays. PD Teacher X-Time/Teacher Release days/ Staff training rate will be provided to staff members for attending the PD.	07/01/2017 06/30/2018	English Learners will increase in the number of students meeting reclassification criteria.  Increase in the percentage of EL students meeting the ELA SBAC standards.  Data from classroom observations (to assess the effectiveness of PD and provide actionable feedback to teachers)  Coaches/ Coordinators/Principal

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	14493 - ENG LRNR COACH-DIFF	14493	1,275		100
T3A-LEP-Limited Eng Profcncy ( 7T197 )	14493 - ENG LRNR COACH-DIFF	14493	537	0.00	100
T3A-LEP-Limited Eng Profcncy ( 7T197 )	10371 - TCHR X TIME (6 Hrs / 5 Days)	10371	6,079	0.00	100
CE-NCLB T1 Schools ( 7S046 )	14494 - ENG LRN(EL)COACH-SEC (6 Hrs / 5 Days)	14494	34,890	1.00	30
T3A-LEP-Limited Eng Profcncy ( 7T197 )	14494 - ENG LRN(EL)COACH-SEC (6 Hrs / 5 Days)	14494	34,890	1.00	30

**Focus Area:**

**Effective Classroom Instruction**

*Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
SIM- Supplemental Instructional Materials to support the instructional program of English Learners. Materials will support the use of informational text (non-fiction books) to strengthen literacy skills among English Learners.	07/01/2017	English Learners will increase in the number of students meeting reclassification criteria.

**EDISON MS (1811301)**

SIM will include: Engaging Non-fiction books from BMI and Scholastic (Educational Book Distributors)

06/30/2018

National Geographic Readers

Nonfiction

Hang on, Monkey

Race Day

Safari

Swim, Fish

Swing, Sloth, etc...

Increase in the percentage of EL students meeting the ELA SBAC standards.

Data from classroom observations (to assess the effectiveness of PD and provide actionable feedback to teachers)

Coaches/ Coordinators/Principal

Magic School Bus Presents: Nonfiction Companion

Dinosaurs

The Human Body

Insects

Our Solar System

Rainforest, etc...

Magic Tree House Fact Trackers

Knights and Castles

Space

Rain Forests

Twisters

Dolphins and Sharks

American Revolution, etc...

DK Readers Level 1, Set 1, Set II,IV

Farm Animals

Fishy Tales

Ponies and Horses

Snakes Slither and Hiss

Big Machines

Tale of A Tadpole

Whatever the Weather

Day in the life: Teacher

Day in the life: Builder, etc...

Rookie Biographies

Abraham Lincoln

Alexander Graham Bell

Barack Obama, etc...

Read and Wonder Nonfiction

Bats love the Night

Big Blue Whale

Gentle Giant Octopus

T. Rex, etc...

Magic Tree House Fact Finder Collection

The Human Body

Hurricanes

Electricity, etc...

Raina Telgemeier Pack Best Books of the Spring

What was... Collection, etc... Among other nonfiction titles From BMI or Scholastic		
Monitor the implementation of an effective Instructional program that meets the needs of English Learners/LTEs using the district's (MMED's) observation tool. Provide time for teachers to analyze EL student data and do peer observations in order to improve instruction.	07/01/2017 06/30/2018	Use a monitoring tool to ensure the effectiveness of the instructional program
English Learner Coach to provide direct services to ELs. Direct services will include: Coordinating instructional programs and services during and outside of the school day, conducting professional development, conducting classroom observations, functioning as a resource for data and data analysis related to English Learners, conducting ELPAC/SRI data presentations, guiding the effective functioning of the English Learner Advisory Committee (ELAC), maintaining a compliance English Learner program, providing in-service professional development to EL teachers on the EL benchmarks, language classifications, and conducting EL parent/teacher workshops/trainings.	07/01/2017 06/30/2018	English Learners will increase in the number of students meeting reclassification criteria.  Increase in the percentage of EL students meeting the ELA SBAC standards.  Data from classroom observations (to assess the effectiveness of PD and provide actionable feedback to teachers)  Coaches/ Coordinators/Principal
The EL Coach will conduct demonstration lessons to model use of effective Integrated and Designated ELD methodologies and strategies to ensure equitable access to core standards-base instruction. Support teachers to manage, interpret and use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, conduct EL parent/teacher workshops/trainings, serve as LTEL Designee, and be part of the Language Appraisal Team. Conduct ELPAC and SRI data presentations to parents, teachers, and students. Provide Teacher Release Days to allow English Learner staff to debrief, discuss, and/or review strategies, assessment data, and lessons in order to improve instruction.	07/01/2017 06/30/2018	English Learners will increase in the number of students meeting reclassification criteria.  Increase in the percentage of EL students meeting the ELA SBAC standards.  Data from classroom observations (to assess the effectiveness of PD and provide actionable feedback to teachers)  Coaches/ Coordinators/Principal
The EL Coach will ensure that the ELD/LTEL teachers are using the following instructional materials during the Designated/ Integrated ELD time. <ul style="list-style-type: none"> <li>• Constructive Conversations Secondary Placemat</li> <li>• Designated/Integrated ELD/Math, Science, Social Studies</li> <li>• LTEL Framework (curriculum, resiliency, and novels ADV. ELD and L&amp;L classrooms</li> <li>• LTEL Course curriculum: Adv. ELD - Great Source Reader's Handbook &amp; Write Source</li> <li>• L&amp;L - Scholastic's English 3D</li> <li>• Writer's Workshop</li> <li>• Accelerated Reader Program</li> </ul>		English Learners will increase in the number of students meeting reclassification criteria.  Increase in the percentage of EL students meeting the ELA SBAC standards.  Data from classroom observations (to assess the effectiveness of PD and provide actionable feedback to teachers)  Coaches/ Coordinators/Principal

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy ( 7T197 )	40269 - SUPPLMTL INSTRL MAT	40269	2,201		100

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

**Strategies**



Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Recognize EL students that score proficient on the ELPAC, SRI, SBAC, and those that meet the criteria for reclassification. Additionally, recognize EL students that are on target toward culmination and those that show improvement.</p>	<p>07/01/2017 06/30/2018</p>	<p>CPAs and counselors will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data</p> <p>Principal will supervise instruction during intervention time</p> <p>Principal, CPAs, and Counselors will plan and facilitate conferencing, recognition activities, and data reviews</p> <p>Principal, EL Designee, and LAT will monitor student progress to determine effectiveness of intervention and supports</p>
<p>Conference with students not making adequate progress on EL benchmarks. EL/ LTEL teachers/EL Designee/Coach will lead EL Parent meetings twice a semester for students that are not making adequate progress.</p>	<p>07/01/2017 06/30/2018</p>	<p>CPAs and counselors will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data</p> <p>Principal will supervise instruction during intervention time</p> <p>Principal, CPAs, and Counselors will plan and facilitate conferencing, recognition activities, and data reviews</p> <p>Principal, EL Designee, and LAT will monitor student progress to determine effectiveness of intervention and supports</p>
<p>Coaches and coordinators will construct curriculum, coordinate classes, and prepare material for intervention programs. Conduct Parent/Student/ Teacher workshops, trainings, informational meetings to discuss the importance of meeting English Learner benchmarks, reclassification and the Long-Term English Learner Goal Sheet.</p>	<p>07/01/2017 06/30/2018</p>	<p>CPAs and counselors will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data</p> <p>Principal will supervise instruction during intervention time</p> <p>Principal, CPAs, and Counselors will plan and facilitate conferencing, recognition activities, and data reviews</p> <p>Principal, EL Designee, and LAT will monitor student progress to determine effectiveness of intervention and supports</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Refer ELs not making adequate progress, as well as students that can potentially reclassify and are only pending their English Language Arts grade, to the Language Appraisal Team in order to provide students with appropriate action plans	07/01/2017 06/30/2018	CPAs and counselors will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data  Principal will supervise instruction during intervention time  Principal, CPAs, and Counselors will plan and facilitate conferencing, recognition activities, and data reviews  Principal, EL Designee, and LAT will monitor student progress to determine effectiveness of intervention and supports
Review EL and RFEP monitoring rosters monthly and provide proper interventions.	07/01/2017 06/30/2018	CPAs and counselors will monitor that students are programmed into the correct classes according to the Master Plan and student intervention needs as determined by data  Principal will supervise instruction during intervention time  Principal, CPAs, and Counselors will plan and facilitate conferencing, recognition activities, and data reviews  Principal, EL Designee, and LAT will monitor student progress to determine effectiveness of intervention and supports

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

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

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Provide X-Time for Teachers/Coordinators/Coaches in planning and leading EL teacher/parent workshops/trainings/ meetings outside of the regular school day. <ul style="list-style-type: none"> <li>• English Learner benchmarks,</li> <li>*LTEL student goal sheet,</li> <li>*ELPAC, Reclassification,</li> <li>*SRI,</li> <li>* ELD Standards,</li> <li>*grades,</li> <li>*SBAC</li> <li>• Reading Strategies/Writing strategies</li> <li>• Integrated/Designated ELD</li> <li>• DOK levels of questioning</li> <li>• Use of the agenda planner</li> <li>• Organization and Time Management</li> <li>• Engrade, MISIS, and Class Dojo</li> <li>• A-G Requirements</li> <li>* Importance of attendance</li> <li>* EL Master Plan</li> <li>* LAUSD Parent Passport</li> </ul>	07/01/2017 06/30/2018	Parent Surveys/Evaluations will be provided to parents after each training/workshop  Coaches/ Coordinators/Principal

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Los Angeles Unified School District  
2017-2018 Single Plan for Student Achievement**

**CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY ENGAGEMENT**

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 / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<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 (e.g., student outcome data, observations, surveys, focus groups, etc.).**

The School Experience survey shows 30% of parents have visited the parent center more than once during the school year and 70%, have only visited the parent center once or not at all. 41% of parents are unaware of the school volunteer program and 70% of parents reported that teachers do make them aware of their child's progress. The survey also revealed that 48% of parents have not met with someone on the school staff to discuss their child's Individual Graduation Plan (IGP)

The School Experience Survey showed that 63% of teachers reported that parents talked to them about how they could help their child learn at home. The overall percentage of parent involvement report by staff is 82%.

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

A key finding for the underlying issues are consistent with our Community Representative not being trained on how to out-reach to parents and the community. We have since collaborated with LAEP and Local District South to ensure training has been taking place.

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

N/A

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

The school is currently on track to meet the measurable objective by June 2017. Parent Workshops increased from four (4) workshops to ten (10) workshops. The school is also on track to meet the measurable goal of increasing parents responding to the School Experience Survey from 58% to 66%. Collaborating with LAEP (Los Angeles Educational Program) on parent workshops and offering student incentives to classes that returned the most parent school experience surveys.

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

N/A

**State the School's Measurable Objective(s) for 2017-18**

By June 2018, the percentage of parents visiting the parent center more than once during the school year, will increase by 15% from 30% to 45%, By June 2018 the percentage of parents aware of our parent volunteer program will increase by 10% from 41% to 51%.

By June 2018, the percentage of teachers reporting parents talking to them about how they could help their child learn at home will increase by 7%, from 63% to 70%. By June 2018, the percentage of parents meeting with someone on the school staff to discuss their child's Individual Graduation Plan will increase by 5% from 48% to 53%

\*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

*Cultural and Climate : Student, Staff..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community Representative-- Parent Community Representative will hold monthly training to build capacity of parents to support learning at home and at school as provided by Local District South PACE.	07/01/2017 06/30/2018	Parent Center Activity Sign-ins Parent Feedback Cards Administrators and Instructional Leadership Team (Title I Coordinator, TSP Coordinator, EL Coach, College and Career Coach, Intervention/Prevention Coordinator),
Parent Community Representative will promote Parent center activities by showcasing and recruiting parent volunteers at school events such as, but not limited to: Orientation, Back-to-School Night, Parent Teacher Conferences, Open House, Literacy Family nights, and during Saturday Parent Workshops.	07/01/2017 06/30/2018	Applications processed for volunteering, Sign-ins of active Parent volunteers,  Administrators and Instructional Leadership Team (Title I Coordinator, TSP Coordinator, EL Coach, College and Career Coach, Intervention/Prevention Coordinator),
Contract Instructional Service-- Provide contract services to ensure parental engagement activities and workshops. Through the assistance of outside agencies such as, but not limited to Parent Education Bridge for Student Achievement Foundation (PEBSAF), Schools and Families, as well as LAEP.	07/01/2017 06/30/2018	Parent Surveys/ Evaluation will be provided to parents after each training/workshop. The school will review the data from the school report card.  Administrators, Instructional Leadership Team (Title I Coordinator, TSP Coordinator, EL Coach, College and Career Coach, Intervention/Prevention Coordinator),
In order to support the implementation of School-Wide Positive Support Behavior Plan (SWPSBP), the school's Instructional Leadership team will provide teachers and staff access to professional learning to reach all students and parents. The Professional Development will be held during the school day and beyond the regular school day. Professional Development focus will be on (but not limited to): • Partnering with Parents * Building Parent Relationships	07/01/2017 06/30/2018	Administrators and Instructional Leadership Team will conduct classroom observations to monitor the implementation of strategies from PDs

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school's Instructional Leadership team and teachers will engage with student and parents in a variety of ways, including (but not limited to):</p> <ul style="list-style-type: none"> <li>• Student-Led Conferences</li> <li>• Parent Observations of Classrooms</li> <li>• Math/Science Family Night</li> <li>* Literacy Family Night</li> <li>• Volunteer Service Day</li> <li>• Parent/Teacher Conference</li> <li>• Community Unity Evening (SEL)</li> <li>• Orientation Day(s)</li> <li>• AVID Parent Meetings</li> <li>• GATE/SAS Monthly Parent Meetings</li> <li>• Coffee with the Principal</li> <li>• ELAC/SSC/SDMC</li> <li>• Parent-Teacher Meet and Greet</li> <li>• Parent Partnership Action Team</li> <li>* MESA Family Night</li> <li>* Monthly Parent Classroom Instructional Observations</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Event Sign-ins, staff member will manually tally parents as they walk into events with a hand tally counter.</p> <p>Administrators, Instructional Leadership Team (Title I Coordinator, TSP Coordinator, EL Coach, College and Career Coach, Intervention/Prevention Coordinator), AVID Coordinator, GATE/SAS Coordinator, MESA coordinator, Counselors,</p>
<p>Training is provided to parents regularly on following topics:</p> <ul style="list-style-type: none"> <li>*Developing a School-Parent Partnership *Using the School-Home Compact and *Student Planner,</li> <li>*School Report Card/ School Experience Survey</li> <li>* LAUSD Graduation Requirements ,</li> <li>*US/CSU A-G Requirements,</li> <li>*Workshops on Financial Aid,</li> <li>*AVID Workshops,</li> <li>* Literacy/Numeracy Training,</li> <li>*Common Core Workshops,</li> <li>*Technology Training (MS Office, EngradePro, Internet Usage, School Website, LAUSD Parent Passport),</li> <li>*How to Support Children's Learning at Home and at School,</li> <li>*Healthy Habits (exercise, cooking tips, nutrition),</li> <li>* Parenting Skills (Back in Control),</li> <li>*Weber Mental Health Workshops for Home and School.</li> </ul>	<p>07/01/2017 06/30/2018</p>	<p>Parent Surveys/ Evaluation will be provided to parents after each training/workshop. The school will review the data from the school report card.</p> <p>Administrators, Instructional Leadership Team (Title I Coordinator, TSP Coordinator, EL Coach, College and Career Coach, Intervention/Prevention Coordinator),</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt ( 7E046 )	21720 - COMMUNITY REP.	21720	6,185		100
CE-NCLB T1 Sch-Parent Invlmnt ( 7E046 )	50002 - CONTR INSTRL SVC	50002	2,521	0.00	100

**Focus Area:** Student, Staff, Parent Communication

*Cultural and Climate : Student, Staff..*

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will communicate with parents in a variety of ways, including (but not limited to): <ul style="list-style-type: none"> <li>• School website</li> <li>• Class Dojo</li> <li>• Connect-Ed /Teacher Phone Call</li> <li>• Student Planner</li> <li>• School Correspondence</li> <li>• School Marquee</li> <li>• EngradePro</li> <li>• Parent Newsletters</li> <li>• Monthly Calendar</li> <li>• Coffee With the Principal</li> <li>• Teacher Home Visits</li> </ul> * Social Media (Facebook: @EdisonMS.LAUSD) , Twitter: EdisonMS_LAUSD, Instagram: edisonms.lausd ) * Remind (Text Message Application) * Parent Community Rep will make personal random calls to invite parents and informed them of school events.	07/01/2017  06/30/2018	Principal will approve parent communications  Coordinators, Principal, Administration  Microcomputer Support Assistant (MSA)

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %



**Los Angeles Unified School District  
2017-2018 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 / AMAOs
<input checked="" type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	School Quality Improvement Index Report Card
<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 (e.g., student outcome data, observations, surveys, focus groups, etc.).**

The 2015-2016 School Report Card shows that 72% of Edison students have a 96% or higher attendance rate, 15% of students have chronic absences and 0.8% of students were suspended one or more times, 28 instructional days were lost to suspension and 0% students were expelled.

The School Experience Survey shows 63% of students are happy to be at Edison MS, only 61% feel safe on school grounds. The survey also revealed that students reported themselves at 66% overall level of self-management, 57% overall level of growth-mind set, and only 45% overall level of self-efficacy.

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

A key finding for the underlying issues was the loss of staff. Seventeen (17) of our teachers, left our school site to pursue other opportunities or they retired. Since we have a large number of new staff, they have not all been trained on SEL (Social Emotional Learning) strategies and therefore, these students have not had any consistency with school-based strategies. Teachers are still transitioning in understanding the Social Emotion Learning and how to incorporate them into their content.

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

N/A

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

N/A

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

The Social Emotional learning team and the Instructional Leadership team will ensure training of the district's SEL goals. School-Wide Positive Behavior Plan will be addressed to ensure that all teachers are aware of incentives for students positive behavior.

**State the School's Measurable Objective(s) for 2017-18**

By June 2018, the percentage of students with 96% or higher attendance rate will increase by 5% from 72% to 77% and the percentage of students with chronic absence will decrease by 4% from 15% to 11%.

By June 2018, the percentage of students reporting being happy at our school will increase by 7% from 63% to 70%. By June 2018, students reporting feeling safe will increase by 5% from 61% to 66%. By June 2018, students reporting the level of overall self-management on the school experience survey, will increase by 9% from 66% to 75%.

By June 2018, students reporting the level of overall growth-mind set on the school experience survey, will increase by 5% from 57% to 62%. By June 2018, students reporting the level of overall self-efficacy on the school experience survey, will increase by 10% from 45% to 55%.

\*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	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>In order to support the implementation of School-Wide Positive Support Behavior Plan, the school's Instructional Leadership Team (ILT) will provide teachers and staff access to professional learning to reach all students. The professional development will be held during the school day and beyond the regular school day. Professional development focus will be on:</p> <ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Social/Emotional Learning (SEL)</li> <li>• SSPT</li> </ul>	07/01/2017 06/30/2018	<p>The school will collect data via School Experience Survey to monitor student perception of Safety, Social-Awareness, Growth-Mind set, Self-Efficacy, and Self-Management. Counselor and Intervention/Prevention Coordinator will monitor "Bully Box" daily.</p> <p>Attendance will be monitored monthly and students will be rewarded for perfect attendance. Counselors will conduct student and staff survey's on Social Emotional Learning. Principal, Administrators, CPA coordinators, teachers, Intervention/prevention coordinator, counselors</p>
<p>EL Coach, Categorical Advisor, Targeted Student Population Coordinator, Intervention/ Prevention Coordinator, and Counselors will conduct, design lessons and professional development during and/or beyond the regular assignment. In order to ensure the most effective instructional environment. Will conduct, design lessons and professional development during or beyond the regular assignment.</p> <p>Facilitate the collection and analysis of data and work that reflects the problem-solving approach Coordinate lesson studies and facilitate debrief sessions with staff.</p>	07/01/2017 06/30/2018	<p>Student referrals will be entered into a database for monitoring and to target intervention. Counselors will conduct student and staff survey's on Social Emotional Learning.</p> <p>Principal, Administrators, CPA coordinators, teachers, Intervention/prevention coordinator, counselors</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %

**Focus Area:** Social / Emotional Interventions

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school will implement a school-wide attendance program to ensure the number of students losing instructional time is within the target goal and that the social and emotional interventions are addressed to lessen the number of days absent.</p> <p>The School Psychologist will</p> <ul style="list-style-type: none"> <li>o Meet with at-risk students and families to discuss the trends in attendance during or beyond the school day</li> <li>o Provide early interventions and provide consultation for parents and staff</li> <li>o Assist in designing interventions to address students with high absences or suspensions</li> <li>o Will refer students with high absenteeism to intervention opportunities for skills they missed.</li> </ul>	07/01/2017 06/30/2018	<p>Attendance will be monitored monthly, students and parents will be rewarded for maintaining a 96% attendance rate.</p> <p>Principal, Administrators, CPA Coordinators, Teachers, Intervention/ Prevention Coordinator, School Psychologist</p>

Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Administration will ensure that all staff follow the school-wide attendance program</p> <ul style="list-style-type: none"> <li>o Having protocols for student attendance and tardies to avoid erroneous absence records in MiSiS</li> <li>o Having awards assemblies for students and parent at the end of each semester to recognize students with perfect attendance</li> <li>o Giving certificates to the parents of students with perfect attendance.</li> <li>o Teachers and administration will utilize Blackboard Connect messaging to inform parents of attendance, important dates, policies, and early warnings for attendance issues.</li> <li>o Having alternatives for suspension with in-school training and creating positive support plans.</li> </ul>	07/01/2017 06/30/2018	<p>The school will collect data via School Experience Survey to monitor student perception of Safety, Social- Awareness, Growth-Mind set, Self-Efficacy, and Self-Management.</p> <p>Counselors will conduct student and staff survey's on Social Emotional Learning. Principal, Administrators, CPA coordinators, teachers, Intervention/prevention coordinator, counselors</p>
<p>Teachers will implement SEL lessons into their curriculum to ensure that students feel welcome and safe on school grounds.</p>	07/01/2017 06/30/2018	<p>The school will collect data via School Experience Survey to monitor student perception of Safety, Social- Awareness, Growth-Mind set, Self-Efficacy, and Self-Management.</p> <p>Counselors will conduct student and staff survey's on Social Emotional Learning. Principal, Administrators, CPA coordinators, teachers, Intervention/prevention coordinator, counselors</p>
<p>Counselors will provide guidance/ support for Foster / Homeless Youth, provide appropriate outside resources, assist with grief/ crisis Counseling, provide health and hygiene essentials, Second Step Curriculum</p>	07/01/2017 06/30/2018	<p>Counselor and Intervention/Prevention Coordinator will monitor "Bully Box' daily.</p> <p>Counselors will conduct student and staff survey's on Social Emotional Learning.</p> <p>Principal, Administrators, Intervention/prevention coordinator, and counselors</p>
<p>The school's ILT will meet with teachers to ensure implementation of School-Wide Positive Behavior plan and Social Emotional Learning.</p>	07/01/2017 06/30/2018	<p>The school will collect data via School Experience Survey to monitor student perception of Safety, Social- Awareness, Growth-Mind set, Self-Efficacy, and Self-Management.</p> <p>ILT will conduct staff survey's on Social Emotional Learning. Principal, Administrators, CPA Coordinators, Teachers, Intervention/ Prevention Coordinator</p>
<p>Intervention/Prevention Coordinator and Counselors will work with at-risk students and their families to discuss interventions opportunities for skills they missed due to high absenteeism</p>	07/01/2017 06/30/2018	<p>Intervention/Prevention Coordinator and Counselors will conduct student survey's on Social Emotional Learning.</p> <p>Principal, Administrators, Intervention/prevention coordinator, and counselors</p>
<p>Clubs such as MESA, Students RunLA, Ambassadors, Unusual Suspect, Reading Book Club, Sierra Hiking Club, Circle of Friends and Anime club are intended to increase student participation in a positive way beyond the school day. These clubs create social skills and positive student interactions.</p>	07/01/2017 06/30/2018	<p>The club sponsor will provide agendas and sign-ins for all meetings.</p> <p>Principal, Administrators, Intervention/ Prevention Coordinator, Counselors</p>

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Schools ( 7S046 )	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 1 Day)	13222	24,226		100

**Focus Area:** Building Parent Capacity and Partnership to Support the Social / Emotional Goal *Social/Emotional Goal : 100% Attendance, Suspension..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community Representative, Interv/ Prevention Coordinator, Targeted Student Population Coordinator, Categorical Advisor, EL Coach, College and Career Coach, LAEP, PSA counselor, and counselors will facilitate workshops for parents that support: <ul style="list-style-type: none"> <li>• Individual Graduation Plan (IGP)</li> <li>• Parent Conferences</li> <li>• IEPs</li> <li>• School Attendance Review Team (SART)</li> <li>• 8th Grade Culmination Meeting</li> <li>• Orientation / Articulation</li> <li>• Enrollment</li> <li>• Parent Home Visitations</li> <li>• College Awareness</li> <li>• High School Preparation</li> <li>*Social / Emotional awareness</li> <li>*Anti-Bully Workshops</li> <li>* Importance of Attendance</li> <li>* Academic Skills</li> </ul>	07/01/2017 06/30/2018	Parent Surveys/Evaluations will be provided to parents after each training/workshop The school will review the data from the school report card.  Workshop Sign-ins  Administrators, CPA Coordinator, TSP Coordinator, Inter/ Prevent Coordinator, Counselors

Budget					
Funding Source	Budget Description	Budget Item No	Total Cost	FTE	Funding %
CE-NCLB T1 Sch-Parent Invlmnt ( 7E046 )	50002 - CONTR INSTRL SVC	50002	2,520		100
CE-NCLB T1 Schools ( 7S046 )	21720 - COMMUNITY REP.	21720	6,185	0.00	100

## 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).

Thomas A. Edison Middle School holds High School fair, High School Articulation assemblies, College Awareness workshops and Career days during student's elective classes. During the High School fair, the local high schools come out to Edison and showcase their programs offered at their school site. We also host several of our local high School to come out and do an articulation assembly just for 8th grade students. Our College and Career coach has scheduled our local Colleges and Universities to do small group discussions with our students during elective classes. Career Fair are similar to the high school fairs, where local professionals are invited to give brief presentations to our students on the requirements needed for that particular career.

**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.).

Edison Middle School implements a School-Wide Positive Behavior Program. At the beginning of each semester the Edison Intervention team conducts Student Success Assemblies, where students are introduced to the Student Code of Conduct and the School-wide Positive Behavior program. This program is geared towards student demonstrating positive behavior. When students are "caught" displaying positive characteristics/behavior, students are awarded Edison Scholar Dollars that can be used to purchase school supplies or small praise gifts, donated by staff. Students are also made award of the Student Code of Conduct and the districts Guiding Principles, in their student planner, which is distributed to every student enrolled at Edison. Parents are informed through parent workshops and by inviting them to participate in the school's School-Wide Positive Support Program committee. Parents play an active-roll in our School-wide Positive Behavior Program. During IEPs, the students and parents are also informed of our School-Wide Positive Behavior Program and work with parents and student to develop a support plan for students with behavioral problems.

**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.

Presentations, discussions and feedback of the School Report Card and School Experience Survey were conducted with each stakeholder group. SSC members presented to their respected stakeholder group. SSC Staff members presented to Staff, Student SSC members presented to Student Body and Parent SSC members presented to ELAC and other parents. Stakeholders contributed recommendations and ideas during small breakout sessions.

**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

A comprehensive and multi-level monitoring process assists the Local District (LD) in evaluating the implementation of the SPSA Goals and helps to inform future practice. Schools are monitored by the Local District through the use of the School Support Visit Report completed by Local District Directors following multiple site-based visits. The School Support Visit Report:

- Allows Directors to conduct performance dialogues with their network principals to review the academic progress of all students
- Is a mechanism for memorializing the support Directors offer to the schools and for giving feedback to principals
- Provides a consistent manner of summarizing an Director's visits to the campus
- Focuses on monitoring implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress
- Helps ensure that the Director and the Principal are maintaining a focus on the instructional priorities of the school
- Allows staff to determine instructional strengths and weaknesses on a school- and district-wide basis

The Deputy Superintendent of Instruction, Local District Superintendents, and Local District Directors all have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by instructional support staff.

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

**In the box below, Directors must describe the additional services and support provided to the school's instructional program:**



Los Angeles Unified School District

2017-2018 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
EDISON MS (1811301)	S	VELASCO, SALVADOR A

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
1,208	93.87	25.00	1.00	10183 \$ 364,815 10397 \$ 0 10400 \$ 544,592 10405 \$ 11,683 <b>Total \$ 921,090</b>

**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 2017-2018 School-level Plan for Use of TSP Program Funds.

Description of Services that address: <b>100% Graduation</b> <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 SY17-18 LCAP Targets (proposed)
<ul style="list-style-type: none"> <li>- Graduation rate</li> <li>- Individual Graduation Plan (IGP) completion rate</li> <li>- Percentage of students on track to graduate</li> </ul>	263,238	Low-income, EL, RFEP, and/or Foster Youth	<ul style="list-style-type: none"> <li>• Four-year Cohort Graduation Rate: 79%</li> <li>• Percentage of high school students on track for A-G with a “C”: 50%</li> </ul>

Assistant Principal: Supervises and provides support to teachers in order to deliver high quality instruction. Assists school with implementing SPSA, core and supplemental instructional programs. Support school leadership teams in developing long and short range plans for academic achievement. Organizes and facilitates meeting and professional development for school personnel. Serve as resource to students, teachers and parents. (10400: \$147,335)

Secondary Counselor: Provides counseling services to low-income, EL, RFEP, and/or foster youth. Provide individual and group counseling and guidance in the academic, personal, social, and career domains; connects students to appropriate resources. Assists in the collection and analysis of data relative to attendance, behavior, and achievement and communicates the results to students, parents, and teachers. Participate in SSPT. Consult with parents and school personnel as a means of helping students with educational and personal problems that may interfere with the learning and success in school. Ensure that students and parents comprehend the A-G requirements. (10400:\$116,303)

<p><b>Description of Services that address: Proficiency for All</b>  <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"> <li>- SBAC English language arts and mathematics proficiency rates</li> <li>- EL reclassification rate</li> <li>- Rate of ELs making annual progress on CELDT</li> <li>- Rate of ELs demonstrating proficiency in English</li> <li>- Decrease in long-term English learners (LTELs)</li> </ul>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s):                      Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>CSR Teacher ELEM: Class Size Reduction (CSR) Teacher-a highly qualified register carrying teacher with an EL authorization to reduce class size and provide high quality instruction in classes that are composed solely of ELs. (10183: \$116,303)</p> <p>DDSUB CSR T BEN ABSC (4 days): 4 days of benefit substitute time (10183: \$1,465)</p>	<p>416,991</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> <li>• EL reclassification rate: 22%</li> <li>• Percentage of ELs making annual progress on CELDT: 57%</li> <li>• Percentage of long-term English learners: 17%</li> </ul>
<p>Teacher Librarian C1T 27/10 w/Differential: Librarian to implement the school curriculum by coordinating learning and teaching needs of students and teachers. Facilitate the usage of the library's media resources by students and teachers. Ensure the effective implementation of the Accelerated Reader Program by teachers. Ensure that low income, EL's, RFEPs, and foster youth are provided with continuous support with the use of the library media resources and the Accelerated Readers program. (10400: \$116,768)</p> <p>TARGETED STUDENT POPULATION (TSP) PROGRAM ADVISER/TSP Differential/TSPX-Time: provide services to low-income, EL, RFEP, and/or</p>			

foster youth. Services will include: Coordinating instructional programs and services, conduct professional development, conduct classroom observations, functioning as a resource for data and data analysis related to low-income, EL, RFEP, and/or foster youth, conduct CELDT awareness activities, guide the effective functioning of the English Learner Advisory Committee (ELAC), maintain a compliant English Learner program, in-service EL teachers on the EL benchmarks, language classifications and conduct EL/RFEP parent/teacher workshops/trainings. Ongoing monitoring of potential RFEP students using formative and summative assessments. (10183: \$58,153)

Teacher X-Time: Provide X-Time for Teachers/Coordinators/Coaches in planning and leading teacher/parent workshops/trainings (10400: \$6,118)

The EL Coach will facilitate PD to the ELD/LTEL Team on the implementation of the CA ELD Standards by:

- Designing and teaching instructional units aligned to ELD Standards
- Utilizing the Teaching and Learning Framework - focus on ELD Standards implementation and language objectives
- Facilitate grade-level/content area professional development to design designated and integrated lessons using ELD standards and language objectives, High Impact Essential Practices, Constructive Conversation Skills
- Teaching the Designated ELD START SMART lessons focused on Constructive Conversation Skills and Designated ELD model lessons focusing on the High Impact Essential Practices: Using Complex Text, Fostering Academic Interactions & Fortifying Complex Output

EL/LTEL Teachers, Coaches, Coordinators will attend ELD Standards Professional Development (Designated/Integrated ELD), PD will be provided by LD South and/or the EL Coach. The professional development will be held during school hours, as well as after school during the summer, and/or on Saturdays. Teacher X-Time/PD Teacher Regular/ Staff training rate will be provided to staff members for attending the PD.

Teachers, Coaches, Coordinators will be provided with Teacher X-time or staff training rate to participate in EL related professional development. This will allow them to effectively deliver targeted, rigorous ELD instruction. The professional development will be held during school hours, as well as after school, during the summer, and/or on Saturdays.

- Peer observations -Text Complexity
- Interdisciplinary Teaching
- Expository Writing Across the Curriculum
- Data Analysis -Access to Core Strategies
- Sentence/Paragraph Frames -Collaborative Groups
- Reading Strategies - Say, Mean, Matter
- Graphic Organizers (Thinking Maps) -Annotating the text
- Instructional Conversations -Designated/Integrated ELD
- Academic Vocabulary - Depth of Knowledge (DOK)

**EDISON MS (1811301)**

- ELCAP, and the Reclassification process
- SDAIE strategies/methodology
- ELD Standards - Content/ELD /Language Objectives
- Protocols for Checking for Understanding (EDI)
- Language Appraisal Team
- Start Smart Lessons
- AVID EXCEL strategies
- Locally Designed Intervention Program curriculum to meet the needs of EL's
- SBAC for EL's
- Teaching Science, Social Studies, Math to EL's/LTEL's
- Writer's Workshop
- Designated/Integrated ELD

Bilingual Teacher Assistants/ Health Benefits: to assist content area teachers of low-income, EL, RFEP, and/or foster youth with less than reasonable fluency with primary language, listening, speaking, reading, writing, math, and English Language Arts support under the direction of a highly qualified teacher during and outside of the school day. Additionally, teacher assistants will provide instructional assistance in computer labs, assist with parental involvement activities/parent conferences, and provide support with Master Plan related activities. Teacher assistants will receive professional development/trainings during and outside of the regular school day. (10183: \$1,384)

Locally designed intervention materials will be generated by teachers, Coaches, Coordinators for intervention during or after the school day and for in-class supplemental instruction for supporting CCSS.

X-Time: Teachers, Coaches, Coordinators to analyze ELCAP, interim assessments, grades, SRI results, Diagnostic data, and SBAC data in order to identify student needs and plan for the appropriate targeted intervention. Coaches, coordinators, and teachers will plan lessons, construct curriculum, coordinate intervention classes, and prepare material in order for students to meet their academic benchmarks during an intervention program. (10183: \$1,202, CoachX-Time: \$800)

Teachers, Coaches, Coordinators will conduct parent/student/ teacher workshops, trainings, and informational meetings to discuss the importance of meeting student benchmarks.

IMA- Instructional materials will be purchased to supplement the instructional program of low-income, EL, RFEP, and/or foster youth. Items will include the following; classroom libraries, supplemental workbooks, science kits, manipulatives, instructional CDs, videos, DVDs, flashcards, educational apps, leveled readers, and classroom novels. (10183: \$3000)

General Supplies: Will be provided to support the academic achievement of students that are low-income, EL, RFEP, and/or foster youth, professional development for teachers working with the targeted group, intervention programs and trainings/workshops specifically for parents of low-income, EL, RFEP, and/or foster youth.

Recognize EL students that score proficient on the CELDT, SRI, SBAC, and those that meet the criteria for reclassification. Additionally, recognize EL students that are on target toward culmination and those that show improvement.

(10183: \$9,756)

Day-to-Day Substitutes: Release teachers of students that are low-income, EL, RFEP, and/or foster youth to plan academic content lessons, plan activities related to the instructional program. Teachers will analyze test data, conduct ELCAP awareness presentations to ELs, EL parents, and staff, monitor and analyze EL portfolios, and do peer observations in order to improve instruction.

(10400: \$6,117)

Staff Conference Attendance: Teachers of low-income, EL, RFEP, and/or foster youth will attend conferences that provide assistance with meeting the instructional needs of low-income, EL, RFEP, and/or foster youth. (10183: \$1,500)

Maintenance of Equipment: Duplication machines to support supplemental instruction for EL, RFEP, and/or foster youth. (10183: \$2,385)

<p><b>Description of Services that address: 100% Attendance</b>  <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% (173-180 days) attendance rate                      - Percent of students missing 16 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s):                      Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Itinerant PSA Counselor: will assist the school in meeting the district goal of 100% attendance by working with students and parents. PSA will meet with parents of low-income, ELs, RFEPs, and/or foster youth to explain district policy and expectations for any student in danger of not attaining 96% attendance rate. The PSA will implement strategies and activities to reduce chronic absenteeism and truancy among low-income, ELs, RFEPs, and/or foster youth. Serve as a liaison between school, home, and community, providing direct services to identified at risk students and families, including assessment, referral, and case management. Conduct home visits and/or in-home counseling. Participate and/ or facilitate on SSPT. (10400:\$24,291/ 10183: \$48,579)</p> <p>Teacher X-Time- Coordinate attendance activities outside of the school day. Teachers will meet to design an attendance plan that will improve attendance and tardiness of low income, ELs, RFEPs, and Foster youth. (10183: \$500)</p> <p>Music Elective Teacher: To help engage and motivate students, a music teacher will provide the ARTS to ELs,RFEP's and Foster Youth, (10400:\$112,271)</p> <p>Advsr Reg Prep: to support student enrollment. (10400:\$5,045)</p> <p>Counselor Z-Days: to support student enrollment.(10400:\$3,739)</p> <p>Clerical Z-Days: to support student enrollment.(10400: \$3,105)</p> <p>Admin Z-Days: to support student enrollment.(10400: \$4,003)</p>	<p>201,533</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> <li>• Percentage of students with a 96% attendance rate: 75%</li> <li>• Percentage of students missing 16 days or more in a school year: 9%</li> </ul>

<p><b>Description of Services that address: Parent, Community and Student Engagement</b></p> <p><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"> <li>- Percentage of parent participation on School Experience Survey</li> <li>- The responses from parents and students participating in the survey</li> </ul>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>Provide X-Time for Teachers/Coordinators/Coaches in planning and leading parent workshops/trainings/ meetings for low income, English Learner, and RFEP parents outside of the regular school day. (10183:\$1,500)</p> <ul style="list-style-type: none"> <li>• English Learner benchmarks, LTEL student goal sheet, ELPAC, Reclassification, SRI, ELD Standards, grades, SBAC</li> <li>• Reading Strategies/Writing strategies</li> <li>• Integrated/Designated ELD</li> <li>• DOK levels of questioning</li> <li>• Use of the student planner</li> <li>• Organization and Time Management</li> <li>• Engrade, MISIS, and Class Dojo</li> <li>• A-G Requirements</li> <li>• School Experience Survey</li> <li>• School's Report Card</li> <li>• Accelerated Reader</li> </ul> <p>Advisory Committee Expenses: provide committee expenses to support the operating expenses of ELAC. (10405: \$1,683)</p> <p>Contract Instructional Service: Provide contract services to ensure parental engagement activities and workshops. Through the assistance of outside agencies as well as LAEP. (\$10,000)</p>	<p>13,183</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> <li>• Percentage of schools training parents on academic initiatives by providing a minimum of four workshops annually: 94%</li> </ul>
<p><b>Description of Services that address: School Safety</b></p> <p><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"> <li>- Suspension rate</li> <li>- Expulsion rate</li> <li>- Extent to which the school is implementing the Discipline Foundation Policy</li> </ul>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide SY17-18 LCAP Targets (proposed)</p>
<p>School Supervision Aides- assists in maintaining proper environment and student control on campus. Enforces safety rules in school building and school property. Works with the school staff in alleviating behavioral problems and the maintenance of a safe learning environment during supervision periods. Monitor hallways to ensure that students are in classrooms and participating in the instructional program. Supervision aides report safety concerns to school personnel to promote a safe learning environment. (10183:\$27,828)</p>	<p>27,828</p>	<p>Low-income, EL, RFEP, and/or Foster Youth</p>	<ul style="list-style-type: none"> <li>• Suspension rate: .35%</li> <li>• Expulsion rate: .01%</li> <li>• Extent to which the school is implementing the Discipline Foundation Policy: 88%</li> </ul>

### Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-NCLB T1 Schools (7S046) FTE & Amount	CE-NTLB-T1-Targeted (70S46) FTE & Amount	CE-NCLB-T1-Targeted (7E046) FTE & Amount	T3A-LEP-Limited Eng (7T197) FTE & Amount	Total FTE & Total Amount
10371 10371 - TCHR X TIME (6 Hrs / 5 Days)	<input type="checkbox"/>	110004	0.00      0	0.00      0	0.00      0	0.00      6,079	0.00      6,079
10373 10373 - TCHR X TIME DIRECT	<input type="checkbox"/>	110004	0.00      2,296	0.00      0	0.00      0	0.00      0	0.00      2,296
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs / )	<input type="checkbox"/>	110002	0.00      2,194	0.00      0	0.00      0	0.00      0	0.00      2,194
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	110005	5.00      92,275	0.00      0	0.00      0	0.00      0	5.00      92,275
11681 11681 - CRD DIF CAT PRG ADV	<input checked="" type="checkbox"/>	190004	0.00      758	0.00      0	0.00      0	0.00      0	0.00      758
117360 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00      68,638	0.00      0	0.00      0	0.00      0	1.00      68,638
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	190004	0.00      1,516	0.00      0	0.00      0	0.00      0	0.00      1,516
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 1 Day)	<input type="checkbox"/>	120021	0.00      24,226	0.00      0	0.00      0	0.00      0	0.00      24,226
13579 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00      112,271	0.00      0	0.00      0	0.00      0	1.00      112,271
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00      56,135	0.00      0	0.00      0	0.00      0	1.00      56,135
14493 14493 - ENG LRNR COACH-DIFF	<input type="checkbox"/>	110004	0.00      1,275	0.00      0	0.00      0	0.00      537	0.00      1,812
14494 14494 - ENG LRN(EL)COACH-SEC (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00      34,890	0.00      0	0.00      0	1.00      34,890	2.00      69,780
14496 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00      116,303	0.00      0	0.00      0	0.00      0	1.00      116,303



**EDISON MS (1811301)**

21720	<input type="checkbox"/>	290004	0.00	6,185	0.00	0	0.00	6,185	0.00	0	0.00	12,370
21720 - COMMUNITY REP.												
25690	<input type="checkbox"/>	240001	1.00	58,294	0.00	0	0.00	0	0.00	0	1.00	58,294
25690 - MICRO SUP AST C1T/04 (6 Hrs / 5 Days)												
30165	<input type="checkbox"/>	340101	0.00	-6,935	0.00	0	0.00	0	0.00	0	0.00	-6,935
30165 - HEALTH WELFARE CERT												
30166	<input type="checkbox"/>	370101	0.00	-2,540	0.00	0	0.00	0	0.00	0	0.00	-2,540
30166 - RETIREE BNFTS CERT												
30170	<input type="checkbox"/>	375101	0.00	-1,010	0.00	0	0.00	0	0.00	0	0.00	-1,010
30170 - OPEB CERT												
30210	<input type="checkbox"/>	340101	0.00	25,500	0.00	0	0.00	0	0.00	0	0.00	25,500
30210 - TA HEALTH&MEDBENEFIT												
40269	<input type="checkbox"/>	430010	0.00	0	0.00	0	0.00	0	0.00	2,201	0.00	2,201
40269 - SUPPLMTL INSTRL MAT												
50002	<input type="checkbox"/>	580030	0.00	0	0.00	0	0.00	5,041	0.00	0	0.00	5,041
50002 - CONTR INSTRL SVC												
40239	<input type="checkbox"/>		0.00	6,453	0.00	0	0.00	114	0.00	441	0.00	7,008
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	46,522	0.00	0	0.00	0	0.00	0	0.00	46,522
PENDING DISTRIBUTION												
<b>Total</b>			11.0 0	<b>645,246</b>	0.00	<b>0</b>	0.00	<b>11,340</b>	1.00	<b>44,148</b>	12.00	<b>700,734</b>

## 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**