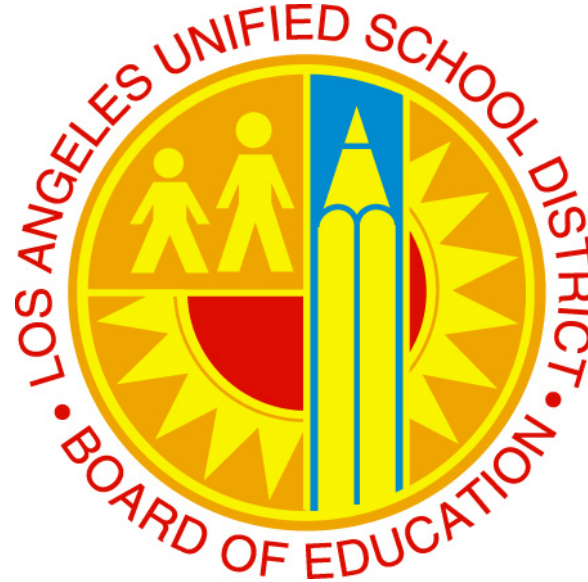


Los Angeles Unified School District
School Plan for Student Achievement

2021-2022

Implementation

UNIVERSITY SH (1888601)



Interim Superintendent
Megan K. Reilly

Board Members

Kelly Gonez
Dr. George McKenna III
Mónica Garcia
Scott M. Schmerelson
Nick Melvoin
Jackie Goldberg
Tanya Ortiz Franklin

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SCHOOL IDENTIFICATION

School Name: UNIVERSITY SH (1888601)

Local District: W

CDS Code	County		District					School						
	1	9	6	4	7	3	3	1	9	3	8	8	8	5
	1	9	6	4	7	3	3	1	9	3	8	8	8	5

For additional information on our school programs contact the following:

Principal: MIDDLETON, CLAUDIA V

E-mail address: cvr6481@lausd.net

SPSA Designee: BECKER, EVA

Position: ASMT, NONCLSRM, PREP

E-mail address: elb8773@lausd.net

School Address: 11800 TEXAS AVE, LOS ANGELES, CA 90025

School Telephone Number: 3109143500

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

I have reviewed the School Plan for Student Achievement (SPSA) and recommend this plan for implementation.

JOYCE DARA



06/19/2021

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

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

Local District Superintendent or designee	JOYCE DARA <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>06/19/2021</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	ERIKA ARGUETA <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/15/2021</u> <i>Signed Date</i>
Local District PACE Administrator	TRACI CALHOUN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>05/19/2021</u> <i>Signed Date</i>
Local District Title I Coordinator	SUSAN BAKER JAMERSON <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>09/29/2021</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input checked="" 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)	09/24/2020	Amanda Pascual

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:

02/25/2021

School plan approval appears in SSC Minutes.

Date

Attested:

Amanda Pascual



02/25/2021

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

MIDDLETON, CLAUDIA



02/25/2021

Typed name of school principal

E-Signature of School principal

Date

2021-2022 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	990,167	0	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	11,429	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$	0	0	
Total amount of categorical funds allocated to this school:	Amount: \$			1,001,596

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Title III (7T490)

Allocation	
Amount: \$	22,439

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.

<https://achieve.lausd.net/Page/473>

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

We envision:

- a school where each student is prepared for higher education and/or technical training, which will lead to productive careers consistent with the demands of the 21st century workforce;
- a school where each student will develop the knowledge, skills, and values required to flourish in and contribute to a democratic, multicultural, and pluralistic society within an interdependent world;
- a school where technology is available and integrated into all curricular and administrative activities;
- a school where all students have equal access to the full range of educational services and activities;
- a school where cross-curricular and interdisciplinary approaches develop the natural relationships between subjects;
- a school that is safe, clean, and intellectually stimulating in curricular, co-curricular, and extra-curricular endeavors.

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?)

The faculty, staff, administration, and parents of University High School are committed to meeting the needs of our culturally and linguistically diverse student body.

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/>

University High School is located in West Los Angeles. According to SARC 2019/2020 data, our school community is comprised of 12.8% White, 25% Black, 53% Latina/o, 6.8% Asian, and 2.4% other.

According To City Data 2012, the average income is \$109,658 and the average household is composed of 2 people. The average age is 34. Approximately one fifth of the households are in single family homes while 4/5 of the neighborhood live in multifamily units such as apartment buildings.

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

University High School is a six period day schedule. The school is an affiliated charter public high school for grades 9-12 that includes a School for Advanced Studies Program. In addition, our campus includes a Math, Art, Science, Technology (MAST) Magnet program.

3. Indicate student enrollment figures:

The enrollment table below shows a historically slow but continual reduction in student enrollment. The reasons may include the trend toward alternate school structures, a reduction of classroom capacity on campus due to construction and several fault lines on campus, the opening of many new schools in parts of Los Angeles from which many commuter students travel to Uni and the reduction in the number of students in the local neighborhood. However, in an effort to change this trend and serve all of our students better, our school staff and faculty proceeded with a plan to become an Affiliated Charter School to eliminate our school boundaries and increase our enrollment. The plan was approved by LAUSD and we are celebrating our first year as an Affiliated Charter School. We already see an improvement in our 9th grade class and have even drawn more student in our 10th grade group.

	9th	10th	11th	12th	Total
2011-2012	465	497	528	570	2060
2012-2013	490	471	446	496	1903
2013-2014	457	462	416	402	1737
2014-2015	440	442	422	390	1694
2016-2017	420	408	390	374	1592
2017-2018	370	391	422	388	1564
2018-2019	511	408	290	338	1547 - First year as an Affiliated Charter School
2019-2020	411	450	336	290	1487
2020-2021	312	413	373	394	1496

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

Uni's Title I ranking is 71.16% for 2021-2022.

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

University High School students come from diverse ethnic and cultural backgrounds. University High School is home to a diverse linguistic population.

2 or more 2.9%, African American/Black 24.5%, American Indian/Alaska Native .1%, Asian 5.7%, Filipino 1.88%, Hispanic 52%, Pacific Islander .2%, White 12.82%

English Only 53.2%, RFEP 32%, IFEP 9.4%, LEP 5.2%.

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:

University High School continues to build parent involvement and communication. Blackboard Connect delivers emails, text messages, and phone calls in the language requested by the parent. This particular function is critical as we serve a diverse student body and an equally diverse group of parents.

Student data and assessments are discussed at every parent meeting and committee meeting (School Site Council, which includes ELAC, and Uni High Charter Governing Council). The school provides opportunities for parents to attend workshops on the evenings and weekends. We have had a well-attended "Coffee with the Principal" event that provided an opportunity for parents to share questions and concerns.

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

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP) |
| <input type="checkbox"/> | Title I Targeted Assistance School (TAS) |
| <input type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input 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"/> | Professional Learning Community (PLC) |
| <input type="checkbox"/> | Small Learning Community (SLC) |
| <input type="checkbox"/> | Additional Targeted Support and Improvement (ATSI) |
| <input type="checkbox"/> | Comprehensive Support and Improvement (CSI) |
| <input type="checkbox"/> | Targeted Support and Improvement (TSI) |

Other important characteristics of the school:

This is the third year that University High School functions as an affiliated charter. The Math, Art, Science, Technology (MAST) Magnet program has been expanding for the past 5 years and now has an enrollment capacity of almost 542 students.

LAUSD School Review Process Recommendations

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

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

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

Schoolwide Critical Areas for Follow-Up (list numerically)

After our WASC Review in October 2019, the following are the four critical findings were recommended to us by the WASC team visit.

1. Establish a system that continuously examines relevant data and assessments that will modify instruction and curriculum in order to support student learning needs
2. Further technology implementation in the classroom allowing teachers to increase technological device use into instruction that supports student learning needs
3. Establish structures for a system of interventions for struggling students in order to support higher levels of learning and closing the achievement gap for all students in all subjects
4. Establish a school wide system to ensure the demographics of the school population are reflected in all school programs

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	<p>We reviewed our previous goals and the data collected this year. We discussed if we showed growth and evidence of moving closer to our goal. We also reviewed what was funded last year through title 1 and discussed the need to fund them again or not.</p> <p>Discussed the new SPSA and added changes that were suggested by the council. We also reviewed the budget suggestions for Title I and discussed any changes the council might prefer.</p>	01/28/2021, 02/25/2021
<input checked="" type="checkbox"/> Departments	<p>Met with all the department chairs to review the data collected and areas that we need to focus on for our SPSA. We reviewed how to survey the departments for the best feedback possible.</p> <p>Each department completed a survey of questions that reviewed all areas of need focused on the SPSA. They looked at collected data and expressed their ideas for areas of need and areas of success from this year. They also shared objective that will be utilized to help us move towards each goal.</p>	02/02/2021, 02/08/2021
<input checked="" type="checkbox"/> Other: Parents	<p>Reviewed data and our SPSA goals from 2019-2020 with parents and what had been funded this year. Parents were asked for suggestions on what should be considered to be funded for the next year. Parents were also asked where they see a need in our school.</p> <p>Reviewed new format of goals on the SPSA and the goals we adopted for the next year. I also reviewed the new funding and what each funding line supports in our SPSA.</p>	02/05/2021, 03/05/2021
<input checked="" type="checkbox"/> Other: Instructional Leadership Team	<p>Discussed the purpose of the SPSA and what we need to focus on while completing the comprehensive needs assessment and how the ILT participates in structuring P.D. around the data of student achievement. We looked at how we can best utilize and analyze the data we have for this year. We discussed what data can replace the IAB's to show student achievement. We reviewed current software and if we would like to invest in them next year.</p>	02/04/2021

Los Angeles Unified School District
2021-2022 School Plan for Student Achievement

100% GRADUATION AND BEYOND

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

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

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

- Based on Focus Dashboard Class of 2020 graduation rate was 97%
- MyData dashboard shows a 7% growth of our graduation rate since 2018
- MyData dashboard shows 75% of English Learners graduated in 2020
- MyData dashboard shows 100% of Reclassified students graduated in 2020
- Based on Focus Dashboard 85% of Class of 2021 is on track to graduate
- Based on ELA Fall 2020 IAB data 82% of students who took the IAB scored Near or above standard, which is an increase from Fall 2019 77%.
- Based on ELA Fall 2020 IAB data the percentage of EL students scoring above standard increased from 0 to 5%, compared to Fall 2019.
- Based on Math Fall 2020 IAB data 67% of students who took the IAB scored Near or above standard, which is an increase from Fall 2019 65.5%.
- Based on Math Fall 2020 IAB data the percentage of EL students scoring above standard increased from 0 to 12%, compared to Fall 2019.
- Based on Focus Dashboard 52% of Class of 2021 meet the Cal State qualifications.

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

- Increase in data-driven lesson planning, increased use of data from formal assessments.
- Utilizing assessments to plan interventions to support students before they need credit recovery. (Wasc #3)
- Technology literacy of students and parents (Wasc #2)
- Parent involvement: Schoology, school events, School councils.
- Equitable access to higher level courses for all students (Wasc #4)

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

- We have a full time A-G counselor that supports our students to make sure they are on track with credits and offers them all their options to ensure they graduate.
- We conduct consistent senior meetings with parents and students to inform them with up to date information about their graduation requirements.
- We are utilizing Engenuity, West LA classes, and other opportunities for credit recovery and intervention.
- We conduct weekly SSPT meetings to provide intervention for students who are at risk of not meeting graduation standards.
- We funded a Categorical programs Advisor position to allow more focus on the English Learner population.
- We recognize students monthly for their academic performance, improvement and attendance.
- Our PSA counselor meets with students who are not meeting attendance expectations
- The PSA also conducts home visits for students with chronic absences (Was not able to this year due to the pandemic)

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

N/A

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

California School Dashboard Indicators:

The activities outlined in 100% Graduation and Beyond Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)

Graduation

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

English Learners, All Students

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.

By June 2022 the intervention team will meet every 10 weeks as measured by meeting agendas and sign-ins and will analyze data collected to build an intervention program to support at-risk 9th-12th grade students from failing courses.

Schools must write at least one Measurable Improvement Objective

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

By June 2022 the percentage of 9th-12th grade students students on track for meeting A-G requirements will increase from 71.5% to 80%, measured by Spring 2022 report card grades. (Based on Spring 2022 Focus Dashboard data)

In order to improve from Red to Orange on the 2020-2021 California Dashboard for the English Learner group graduation rate would need to increase by 2.4%, to go from 67.6% to 70%.

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

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

Focus Area: Lesson Planning, Data Analysis, and Professional Development *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Throughout the school year teachers will be trained once a semester in AVID strategies to help students organize themselves and take initiative over their own learning. Teachers will be released from the classroom during the regular school day to participate in AVID training. Teachers will use SDAIE strategies and curriculum differentiation to meet the needs of all learners, which will support the low performing students, including language proficiency for EL students in iELD. (WASC #3)	08/02/2021 06/17/2022	Principal will monitor professional development and observe teachers formally and informally in their classrooms as they use these strategies. Admin will keep logs of teacher observations.
Our school is a one to one school, and all students are promised a chrome book to be able to utilize through out the year. We will be buying chrome books and replacement parts for any broken computers that need to be replaced. Making sure every student has what they need to utilize this technology to the fullest. Our goal is to close the digital gap between different student groups. Our goal is to ensure socioeconomically disadvantage youth has access to the same technology and tools need to succeed as other student groups. The instructional Leadership team will lead teachers in professional development for technology. The P.D.'s will be provided once a quarter through out the year. Our school uses Naviance to help support the 100% graduation goal. IT assists in college applications and goal setting for our students. Schoology is another school wide communication and grading tool. It is important to ensure students have technology to access Schoology to stay updated on their assignments, and being able to stay informed with the communication sent out on Schoology. Technology will be stored in the our Tech Coordinators office. Students with no device will be called in to check out materials first. We will be focusing on the 9th graders to insure they build a strong foundation in their technological knowledge. This will prepare them to be a strong participant in the educational world and they will be prepared for graduation. (HP Chromebook \$245 + services \$24.50 + e-waste \$4.00 + \$84 LAUSD set up fee x 208 + 306 Adapters x 44= = \$93,717 (WASC #2)	08/02/2021 06/17/2022 New	Admin will observe how technology is utilized in classrooms. Percentage of Naviance and Schoology usage will be monitored by Admin monthly. Technology coordinator will provide a weekly list of students who are in need of technology. Graduation percentage will be a great measure of our efforts.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	93,717	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	2,932	0.00	100

Focus Area: Effective Classroom Instruction *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Students will be provided with teacher generated supplemental materials duplicated materials that will enhance the instruction throughout the core instruction. Toshiba Copiers will be used for production of supplemental materials throughout the year and within departments and cross-curricular teams and supplemental information material on graduation to help improve the graduation rate	08/02/2021 06/30/2022	SAA and Principal will monitor copier contract. Admin will review and monitor graduation information being sent out to parents and students.

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Intervention Prevention Support Coordinator (14496) will work with data to guide instruction in Special Education. The Intervention Prevention Support Coordinator will also provide staff training through facilitating training for problem-solving model and Response to Instruction and Intervention and work collaboratively with school-base leadership teams to develop and implement a training agenda for the school year. The Intervention Prevention Support Coordinator will provide technical assistance through assistance to building administrators, teachers an the school leadership team to facilitate implementation of the problem-solving and rti2 activities and provide non-evaluative classroom observation and feedback, modeling and other supportive assistance necessary to implement the PS/rti2 process. The Intervention Prevention Support Coordinator will support in data collection and management and will help facilitate the management and interpretation of data necessary to develop, implement and evaluate tiers 1, 2 and 3 interventions. (WASC goal #3 and #4)	07/01/2021 06/30/2022	The principal and Intervention coordinator will monitor the graduation progress of Students with Disabilities. Admin will observe professional development provided by the Intervention Coordinator. IAB, SBAC, and 5 week grades will be utilized to identify growth in students or any areas of need for students.
Problem Solving Data Coordinator will work with data to guide instruction in Special Education and in calibration with the EL designee and ITN Title III coach to address EL instructional implications. They will facilitate the management and interpretation of data, including EL data, necessary to develop, implement and evaluate tiers 1, 2 and 3 interventions and serve as the primary source of school data to support the evaluation of intervention services. The coordinator will provide technical assistance to all stakeholders in the school to facilitate implementation of RtI2/PS activities. PS/Data Coordinator will also facilitate staff trainings for Problem Solving model and Response to Instruction and Intervention.	07/01/2021 06/30/2022 New	The principal and Intervention coordinator will monitor the graduation progress of EL students and Students with Disabilities. Admin will observe professional development provided by the Intervention Coordinator. IAB, SBAC, and 5 week grades will be utilized to identify growth in students or any areas of need for students.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	30390166	N/A	14496	122,357	1.00	100
CE-ESSA T1 Schools (7S046)	2100	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	1,528		100
CE-ESSA T1 Schools (7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	4,956	0.00	100
CE-ESSA T1 Schools (7S046)	2100	14685 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days)	30452076	N/A	14685	73,414	1.00	60
CE-ESSA T1 Schools (7S046)	2100	11760 - PROB SOLV DT CRD DIF	N/A	N/A	11760	917	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 Status	Identify the title of position/staff responsible for monitoring the strategy
An additional Counselor (Secondary School) (110142) will work to reduce the case load on existing Counselors and help students stay on track for graduation. Additional Counselor will provide counseling services to students for early identification and intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. Counselor will participate in various multidisciplinary teams, such as the COST program or the SEL program. Counselor will collaborate with school administration and staff in developing student knowledge, skills and attitudes that promote personal, social, emotional and academic growth. Counselor will provide individual and group counseling and guidance to students in the academic, persona/social, and career domains and connect students with appropriate resources. (WASC #4)	07/01/2021 06/30/2022	AP over Counseling will meet with Counselors on a monthly basis to discuss intervention strategies. Will also review intervention attendance logs and student grades every 5-weeks for impact of services. Admin will monitor the Focus Portal and the percent of students meeting graduation requirements.
An Office Technician (26288) to provide support to students to graduate high school and prepare them for college and career. Counselors, Coordinators and or Office Technician will help to prepare documents and track graduation progress in assistance to the Counselor. Office Technician will support with the clerical tasks required for the implementation of intervention programs. Will also support parents by answering and making phone calls to support attendance.	07/01/2021 06/30/2022	SAA will meet with Office Technician to discuss activities. Will monitor parent feedback for impact of a welcoming environment by parent survey and the annual School Experience Survey.
Tutorials (50002) to help support students' development in their content classes, including their proficiency in all core content, with primary support for Math.	07/01/2021 06/30/2022 New	AVID Coordinator will meet with tutors to monitor student progress on a weekly basis and will track students' grades for each grading period throughout the year.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	30066175	N/A	26288	70,166	1.00	100
CE-ESSA T1 Schools (7S046)	3110	110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	30331947	N/A	110142	113,750	1.00	100
CE-ESSA T1 Schools (7S046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	21,600		100

**Los Angeles Unified School District
2021-2022 School Plan for Student Achievement**

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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

- Based on the CA dashboard 2018/19 ELA SBAC scores declined by 12.7 points. and scored 19 points above standard.
- Students with Disabilities are 91.6 points below standard based on the CA Dashboard
- Renaissance Testing showed an average of 48% of students who took the Reading test scored at/above benchmark
- Renaissance Testing showed an average of 52% of students who took the Reading test scored below benchmark
- Based on Distribution of Marks on MISIS, percentage of students getting an A, B, or C in ELA have increased since last year. However, the average percentage of students who received an A decreased by 5% from Spring 2020 to Fall 2020.
- Based on Fall 2020 IAB data 82% of students who took the IAB scored Near or above standard, which is an increase from Fall 2019 69.9%.
- Based on Fall 2020 IAB data the percentage of EL students scoring above standard increased from 0 to 5%, compared to Fall 2019. 46% scored near or above standard.

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

- More Professional Development Opportunities in ELA, iELD, and how to better support students' with disabilities.(WASC #4)
- Lack of professional development that allows different departments to plan together to establish a curriculum that will embed iELD strategies to help support the ELA needs of all students. (WASC #3 and #4)
- Use of Common Assessments for data driven planning for students' needs and and professional development needs. (WASC #3)
- The need to establish a system of how relevant data will be used to modify instruction and curriculum in order to support student learning needs. (WASC #1)
- Increased Parental involvement

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

In 2019-2020 schools were unable to collect up to date SBAC data due to the pandemic and school campuses being closed. After looking at the data collected this year I think we have moved close to our goal that was set. In the areas we looked at the students have shown growth.

- After School Tutoring in ELA courses
- Technology Professional Development on applications that can be used in the class, which creates data that can be used in class. For example: IXL, Read Theory, and Atlas protocol
- Incorporating more writing into our curriculum
- Mastery Grading
- Within Algebra 1, focus on context behind the math. Reading and writing is involved

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

N/A

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

California School Dashboard Indicators:

The activities outlined in ELA Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)

Academic Indicator ELA

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

All Students, English Learners

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.

During the 2021-2022 school year the ELA department will be focusing on improving 9th-12th grade students' reading comprehension and will measure student achievement by assessing them using Reading Inventory once per semester.

Fall Reading Inventory: October 11 – November 19, 2021

Spring Reading Inventory: April 4 - May 13, 2022

Schools must write at least one Measurable Improvement Objective

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

By June 2022 The data collected by Read Theory will show students' average lexile level will be above 650,

According to the 2020-2021 ELA California Dashboard, our Students with disabilities will decrease the distance from the standard by by 10 points to go from -91.6 points (red) to -81.6 points (orange).

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Teachers will be provided the opportunity to attend Staff Conference Attendance in order to build their capacity if research based strategies to meet the needs of our at risk students (SEs, ELs, African American and SWD). Teachers will attend the AVID conference/ training which is mainly focused on Research Based Instruction. Designed for teachers in all subject areas as well as counselors. AVID DigitalXP delivers the instructional practices with three days of professional learning followed by year-round implementation support. This is the focus of our ILT Instructional Leadership Team and the subject of many of our Professional Developments. Professional development for teachers for English Learners will include strategies to strengthen Integrated ELD, which include reading foundational skills using Words Your Way, ELPAC Task Types and ELPAC ad SBAC assessment data (for ELs). The ILT will provide common strategies professional development to provide teachers with tools to help plan differentiated lessons to support all students. (4 teacher, 2 counselors, 2 Admin) (WASC #3 and #4)	06/21/2022 06/23/2022	Administration will conduct classroom observations to monitor the implementation of PD strategies. Will review student grades every 10 weeks for academic progress. Principal and Intervention team will monitor IABs, RI scores, and grades every 5 weeks.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	50080 - STAFF CONF ATTEND	N/A	N/A	50080	6,800		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Use of a Categorical Program Advisory (CPA) (117360) during the regular school day (six hours), the duties performed must be direct services to students including: teaching, lesson demonstrations, conducting professional development, conducting program/student evaluation activities, coordinating and providing parent involvement workshop activities to ensure the compliant functioning of the advisory committee. Professional development will focus on differentiation strategies, incorporating technology, and iELD for all classes. Parent workshops will focus on how families can support students in progressing in school and being prepared for after graduation. (WASC #2,3,4) CPA will assist the principal with data review to guide the intervention team through out the year.	07/01/2021 06/30/2022	Principal will meet with CPA to discuss intervention activities. The measure of effectiveness is the usage of Research Based Instruction (RBI) in the classroom. The Principal and Admin Team is responsible for monitoring RBI usage in the classroom as part of their classroom observations. Will review student grades for progress, IAB scores and surveys teachers and students for input.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	30051705	N/A	117361	70,727	1.00	100
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	764		100
CE-ESSA T1 Schools (7S046)	2100	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,100	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,200	0.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Tutoring will be provided after school for students who need extra support in their English/ELD classes. Language Proficiency for EL's will be taken into consideration. Intervention team will look at Spring 2020 grades and for EL's Summative 2021 ELPAC to determine the students in need of extra intervention in English. There will be a focus on learning English standards to improve comprehension and literacy. Our SBAC scores average below standard and students have struggled on the English portions of the SAT.</p> <p>\$83.25/hr x 188 = \$15,651</p>	<p>08/02/2021 06/17/2022</p>	<p>Principal and Intervention team will monitor attendance, grades every 5 weeks and will be reviewing IAB scores.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	15,651		100

**Los Angeles Unified School District
2021-2022 School Plan for Student Achievement**

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:

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

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

- Based on 2018/19 CA Dashboard data Math SBAC scores were maintained from 2017/18 by 1.7 points.
- Based on the Distribution of Marks average percentage of students who received an A in their Math course increased by 11% from Fall 2019 to Fall 2020. However, The average percentage of students who passed their Math course decreased by 7% from Fall 2019 to Fall 2020.
- Based on the scores from Renaissance Testing an average of 45% of students who took the test scored at/above benchmark.
- Based on the scores from Renaissance Testing an average of 55% of students who took the test scored below benchmark. An average of 36% of students scored Level 1 below benchmark.
- Based on Math Fall 2020 IAB data 67% of students who took the IAB scored Near or above standard, which is an increase from Fall 2019 65.5%.
- Based on Math Fall 2020 IAB data the percentage of EL students scoring above standard increased from 0 to 12%, compared to Fall 2019.

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

- The need to establish a system of how relevant data will be used to modify instruction and curriculum in order to support student learning needs. (WASC #1)
- Cross Curriculum lesson planning to incorporate the practice of math skills in other subject matters.
- More Professional Development Opportunities for teachers to develop new strategies on supporting student achievement.
- Targeted tutoring and preventative classes to help raise basic foundation. Students to master Algebra 1 and prepared for higher level math classes. (WASC #3)
- Increase in Department planning time to establish common assessments and analyze student data.
- Lack of diversity in terms of racial groups in higher math classes (AP/ higher level honors) (WASC #4)

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

N/A

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

Due to distance learning we do not SBAC to evaluate our goal. Looking at the data we have collected it can not be determined if we were working towards achieving our goal.

- Incorporating Mastery Grading in more classrooms
- Increased tutoring opportunities that meet the needs of students at risk of not mastering the objectives taught.
- Extended time for students' with disabilities after school/ weekends to work on current classwork.
- Intervention team that meets after every 10 week progress report to analyze grades and data collected to identify areas of need students might have.
- increase of cross curriculum lesson planning to incorporate the practice of math skills in other subject matters.
- Establish common assessments that will give teachers necessary data drive instruction

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

California School Dashboard Indicators:

The activities outlined in Mathematics Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)

Academic Indicator Math

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

All Students, Student with Disabilities

Schools must write at least one Measurable Implementation Objective**State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.**

By June 2022, the Math department will utilize math software weekly, such as Delta Math and IXL or common assessments in their curriculum for 9-12th grade students, and will utilize and discuss the data collected during department meetings as gathered from usage and data reports.

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

By June 2022, 9-12th grade students scores on the Renaissance testing will show an increase of 10%, the scores will go from 45% at or above benchmark to 55%.

June 2022, our Students with Disabilities group will decrease the average distance from the standard According to the CA Dashboard by 10 points for a reported score of at least -156 points and a performance band color change from red to orange.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Admin to facilitate or bring in experts regarding Mathematical thinking and resources that students, teachers, and parents can use to increase participation and improve learning. Teachers will lesson plan together and participate in peer observations to support Math instruction and student learning.	08/02/2021 06/17/2022	Principal and Assistant Principal will monitor professional development. They will be conducting classroom observations to ensure strategies are being regularly implemented. Teachers will be surveyed to know how professional development can be planned to benefit their classrooms the best and the results will be reviewed by Administration and the Instructional Leadership Team.
An intervention team will review math assessment data and 10-week grades and target specific students for math intervention programs afterschool.	08/02/2021 06/17/2022	Administration and the intervention team will review IAB scores and 10 week grades to identify students for intervention.

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

Focus Area: Effective Classroom Instruction *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Problem Solving Coordinator will support the generation of data to help teachers plan instruction and especially focus on Research Based Instruction in the classroom. Will: 1.facilitate training for problem solving model and Response to intervention. 2.Work collaboratively with ILT to develop ad implement school plan 3. Will provide support in using a process that utilizes all resources within the school in a collaborative manner to create a single, well integrated system of instruction and intervention informed by student data.	08/16/2021 06/10/2022	Principal will meet with PSC to discuss intervention activities. Will conduct classroom observations for implementation of research based strategies. Will review student math grades and IAB scores for academic progress.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Admin will use data from 10-week marks and assessment data to identify students to participate in afterschool intervention. In addition, we will screen students to participate in elective Algebra Tutorial classes during the school day.	08/02/2021 06/17/2022	Admin and CPA will identify students and place them in the appropriate intervention class/program.
Tutoring will be provided after school for students who need extra support in their math classes. Intervention team will look at Spring 2020 grades to determine the students in need of extra intervention in math. There will be a focus on SAT and SBAC math prep. Our SBAC scores average below standard and students have struggled on the math portions of the SAT. \$84.55/hr X 188 hrs = 15,651	08/02/2021 06/17/2022	Administration and the intervention team will monitor grades and IAB scores to note progress of students.
A teacher assistant will be hired to support in math classes. They will be able to help students on a one on one or in small groups during class. With the assistance students will build a stronger math foundation that will increase their success in higher math. (WASC #3 and #4)	07/01/2021 06/30/2022	Administration will be observing TA's in the classroom. Admin and Coordinators will monitor IAB and grades of students in math courses.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30460265	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	15,651	0.00	100
CE-ESSA T1 Schools (7S046)	1000	14895 - TA-ALLOWANCE-PNWD	N/A	N/A	14895	1,734	0.00	100
CE-ESSA T1 Schools (7S046)	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	11,934	0.00	100

**Los Angeles Unified School District
2021-2022 School Plan for Student Achievement**

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

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

<input checked="" type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<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"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A
<input checked="" type="checkbox"/> Other: Focus Dashboard

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

- Based on the Reading Inventory data, average lexile level has improved from 390 to 536
- Based on the RRRMR, Reclassification rate has improved by 5%, from 11% to 16%
- Based on grade distribution in MISIS, EL Students passing ELD with a C or higher from Fall 2019-Fall 2020 decreased from 70 to 34 students
- Jan 2021 6 students have reclassified.
- Based on Focus Dashboard 7 our of 66 EL students have passed the Reading inventory test with Basic or higher.

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

- Planning specifically for supporting EL students (WASC #3)
- Increase in Cross Curriculum lesson planning
- Acknowledging/celebrating reclassification or progress
- Effective the utilization of available the technology and different softwares in ELD courses. (WASC #2)
- Inconsistent implementation of formative assessments, which cause the lack of data usage to drive instruction.(WASC #1)

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

- Yes, we met our goal by improving our reclassification rate by 5% to increase from 11% to 16%.
- Increase communication about the EL program and how to reclassify.
 - Weekly meeting with SSPT to support EL students how are struggling.
 - Increase communication with parents about the EL program and how students reclassify
 - Increase use of technology across all curriculums.
 - Increased communication with teachers about the needs of the EL students who are on their roster.
 - EL Designee scheduling EL students to ensure correct placement
 - EL Designee attending IEP meetings for EL students.

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

N/a

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

California School Dashboard Indicators:

The activities outlined in EL Programs Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)
EL Progress Indicator

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

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.

By June 2022, all teachers of English Learners will participate in ELD supplemental professional development as indicated by meeting agendas and sign-ins. Teachers focused on strategies to meet the needs of Long Term English Learners (LTEL).

Schools must write at least one Measurable Improvement Objective

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

By June 2022, the percentage of LTEL students will be reduced by 5%, from 59% to 54%, as measured by Focus Dashboard.

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

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

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

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

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
EL designee in collaboration with the ITN EL instructional coach will work with data to guide instruction and monitor progress in Designated ELD. The EL designee in collaboration with the ITN EL instructional coach will provide EL data driven staff training to address EL instructional implications. The EL designee will be a part of the intervention and SSPT team and will work collaboratively with school support staff to provide intervention and monitor EL's not making adequate progress. The designee will work with Admin to provide non-evaluative classroom observation and feedback, modeling lessons with other supportive assistance necessary to implement the PS/rti2 process. The EL designee in collaboration with the ITN EL instructional coach will participate in data collection as EL data drops through out the year and will support interpretation of data necessary to develop, implement and evaluate instruction guided by the ELD standards. and informed by EL data.					08/02/2021 06/17/2022	The measurement of effectiveness is the reclassification of Long Term English Learners and the progress EL's are making as measured by ELPAC. The EL designee will help to monitor Research Based Instruction in the classroom and the Principal will also monitor through classroom observations.			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

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

Strategies			
Strategies, Actions and Tasks		Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
For the Effective Classroom Instruction, LTEL Course Teachers will use research-based instructional methods for Designated ELD focusing on inferencing and Tier II and Tier III vocabulary to support English Learner Language Development. Teachers will use strategies that include wait time, deeper levels of questioning, structured interaction, conversation skills and checks for understanding. These strategies support English Learners during Designated ELD. All teachers will be trained on English Learner Instructional Approaches for them to be able to incorporate in their designated ELD courses. They will incorporate strategies that will allow students to improve in reading comprehension, listening and speaking.		08/02/2021 06/17/2022	Principal and administrative team will monitor teacher classrooms and teacher performance to ensure research based instruction is being practiced. Principal and EL designee will be monitoring RI scores and Reclassification rates.
The ITN Instructional Coach and EL designee will work closely to support EL students. The Title III coach will analyze student work and data to support teachers as they plan instructional services for English Learners. They will support in building a Comprehensive ELD Instructional Program. The ITN Instructional Coach will provide EL data driven P.D. that will deepen learning of teachers of EL's. They will also adhere to Title III coach expectations and build capacity and collaboration with others at the school site.		07/01/2021 06/30/2022 New	Principal will observe professional developments planned by the ITN EL Instructional coach. Principal and ITN EL Instructional coach will conduct classroom visits. We will also monitor Reclassification Rates, RI scores, and ELPAC scores.
<ul style="list-style-type: none"> Itinerant EL Instructional Coach (.33 FTE) will provide the following services on-basis and outside-of-basis to support building capacity in teachers of English Learners: (then list your school's strategies, actions and tasks that the coach will support to provide an effective Designated ELD Program) Funding is allocated for the differential of the Itinerant EL Instructional Coach (.33 FTE). Funding is allocated for mileage for traveling between schools for the Itinerant EL Instructional Coach. 			

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Teachers will be incorporating more technology and different softwares available to support EL students language development. Teachers will also use data from these softwares to analyze and help drive instruction. They will also take time to help student to learn how to navigate technology to be able to use it as a learning tool and study aide.	08/02/2021 06/17/2022 New	Principal and administrative team will monitor teacher classrooms and will attend ELD meetings to observe the use of data collected. Principal and ITN EL Instructional Coach will be monitoring RI scores, Reclassification rates, and ELPAC scores.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Interventions after the school day including tutoring through the school year with UCLA after school program which utilizes college tutors to work with students who are struggling academically. They have a Spanish speaking tutor that is available to assist newcomers. The schedule of the program is distributed to students on a consistent basis to keep them informed. Additionally we have been utilizing the STAR 17 program which allows students to catch up on credits to stay on-track for graduation and A-G progress.	08/02/2021 06/17/2022	The AP will monitor the programs for progress on student. UCLA intervention program leader will meet with admin to debrief on students and program plans. During SSPT at risk EL students will be monitored to see if they are making progress using classroom and program marks.
Teacher Assistant will be hired to assist in ELD courses. They will assist students with learning English and advancing in their learning in all curriculums. They will be scheduled in classes with majority EL students as their support. EL students are one of the groups in our school scoring the lowest on testing and they are also the lowest number of graduating seniors.	07/01/2021 06/30/2022	Administration will be observing teacher assistants in the classrooms. Admin and EL designee will be monitoring test scores and grades to ensure growth.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30460264	N/A	107762	19,690	1.00	100

**Los Angeles Unified School District
2021-2022 School Plan for Student Achievement**

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

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

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

- Based on the Focus dashboard Parent Portal registration has increased from 44% to 61%
- Information sent from Student Testing Branch our parent SES completion improved from 29% to 65%
- Information sent from Student Testing Branch our student SES completion was 42%
- 85% of parents stated Teachers treat them with respect online or on the phone in the SES.
- 84% of parent sated they agree that they are welcomed to participate in school activities

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

- The technology barrier was very evident this year. Many parents did not have access to technology, or have trouble understanding how to join zoom meetings. (WASC #2)
- We also do not have up to date emails for many parents. This caused it to be difficult for us to send necessary paperwork or information during distance learning.
- Low parent attendance for parent workshops.
- Students are not well versed on how to utilize their school email. This caused our low SES completion for students.
- We are not utilizing Schoology to communicate with parents often, because we do not have every one registered or parents have not verified their pin numbers.

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

- We exceeded our goal of 59% Parent Portal registration. We currently have 61% of parents registered
- We have established a time during registration day for parents to register on Parent Portal.
 - We have held Parent Portal Workshops
 - We have set up tech office hours for parents and students to come trouble shoot and issues they are having with technology.
 - The Principal sends out reminders for parents every Sunday about upcoming events.
 - The Categorical Programs Advisor mails, and posts important dates of events.
 - The PSA has begun to create monthly flyers with important informaiton.

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

N/A

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

California School Dashboard Indicators:

The activities outlined in Parent, Community, and Student Engagement Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)

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

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

All Students

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.

By June 2022, University High School will offer quarterly Parent Portal workshop as indicated by meeting agendas and sign-ins to direct parents on how to register and navigate the site to stay up to date with students' and school information.

Schools must write at least one Measurable Improvement Objective

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

By June 2022, our Parent Portal Registration will increase by 15% to go from 61% to 76%. Based on information from Focus Dashboard.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
To increase Student, Staff, and Parent Engagement, The Community Rep. and CPA will support activities during and beyond the regular assignment .Strategies for parent and community engagement include parent trainings, which cover many topics such as college awareness, computer and digital skills, financial aid awareness, social and emotional health, positive behavior support, how to handle the challenges of being a single parent, A-G training for parents and students and the review of the School report card as well as many other topics: college reediness, California dashboard, FAFSA, substance abuse trainings, coffee with the Principal and many others. Translation will be requested for meetings. If not provided a staff member will be asked to be there to support in translating important information.	08/02/2021 06/17/2022 New	Principal will survey parents to monitor their experiences in the parent center. The principal and CPA will look over the SES and parent involvement in meetings and workshops.
Community Rep (27785) will be working on campus 5 days a week for 6 hours in the school's Parents and Family Center. She will provide support for parents who are enrolling students to Uni. She will also provide translation for parent meetings with counselors, coordinators, or administration. She will assist in spreading important information through by mail or telephone. She will establish a welcoming environment for parent workshops, and coffee with the principal. The community Rep will also keep records of sign in and agendas for everything she participates in.	07/01/2021 06/30/2022 New	The measure of effectiveness are the number of parents attending as evidenced by sign in sheets and the personal successes of parents in accessing school data and student information. The Community Representative will monitor trainings. The SAA will monitor time sheets of the Community Rep and the Principal will oversee the conducting of the classes and evaluations.
To continue Parent Portal Registration we will be providing parents with workshops on how to register and maneuver through the site. They will review how to utilize the portal and Schoology. Keeping parents up to date on students' grades and important school information. This will allow parents to be more involved in student achievement and get a good view on areas of need in each class the student attends.We will hold sessions before each semester. We will also have sessions during Back to School Night, Open House, and Parent conference night.	08/02/2021 06/17/2022 New	Principal will monitor attendance to these workshops. Principal will debrief with coordinators involved with planning the workshop. We will look at registration percentages.
Teachers and staff will be provided with properly functioning technology to make sure they provide up to date information and consistent communication through Schoology and Parent Portal. Parents and students will not have anything hindering their ability to reach out to school staff. 3 PC laptops= \$ 3227 11 Mac book air = \$11612 6 MAC Desktops \$ 8601	08/02/2021 06/17/2022 New	Principal and Admin will monitor Schoology usage of teachers and staff. Admin will also look at the responses of students and parents on the School Experience Survey.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30453489	N/A	27785	9,154	1.00	35
CE-ESSA T1 Schools (7S046)	2100	27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30453489	N/A	27785	17,000	1.00	65
CE-ESSA T1 Schools (7S046)	2100	30224 - UNIT G-H&W MED BENF	N/A	N/A	30224	1,940	0.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	30224 - UNIT G-H&W MED BENF	N/A	N/A	30224	1,044	0.00	100
CE-ESSA T1 Schools (7S046)	1000	40124 - NON-CAP EQUIP CLSRM	N/A	N/A	40124	20,213	0.00	100
CE-ESSA T1 Schools (7S046)	1000	40124 - NON-CAP EQUIP CLSRM	N/A	N/A	40124	3,227	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Student, Staff, Parent Communication as we are Developing a Welcoming Environment will use the Blackboard Connect and Schoology/Parent Portal Email system to increase parent communication to stay in contact with parents by phone, texting and emailing parents directly by class roster to give parents the ability to ask questions of teachers with a few simple clicks, to give parents, students, and teachers a calendar of student homework with individual assignments. Messages will be provided in English and Spanish to try to provide translation for the majority of our parents.</p> <p>The principal will continue to send weekly updates every Sunday to parents. There is a Parent Group established on Schoology. During parent portal workshops we will have parents add the group. Updates will be posted there as well.</p>	08/02/2021 06/17/2022	Principal and CPA will monitor activities through sign in logs and Schoology activity. Admin and Support staff will also review SES results at the end of the year.
<p>Counselors and Coordinators will be present during enrollment and registration days to help facilitate, and support the everyone in an easy transition to our school. They will be informing parents and students on the different avenues we use to communicate with each other. They will assist parents in registering for parent portal and informing them on how to utilize it. Counselors will be reviewing graduation requirements and how scheduling classes works.</p> <p>Coor. (84.55/hr X 43 hrs X 2 coordinators = \$7,160) Coun. (84.55/hr X 31hrs X 5 couns. = \$ 13175)</p>	08/02/2021 06/17/2022	Principal and Assistant Principal will observe and monitor on these days. Monitor percentage of Parent Portal registration, Parent Group members, Admin and Support staff will also review SES results at the end of the year.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	14690 - COUNS X (NON-TUTOR)	N/A	N/A	14690	12,750		100
CE-ESSA T1 Schools (7S046)	2100	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	7,160	0.00	100

Focus Area: 100% Graduation and Beyond - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The CPA will schedule meetings for parents to receive information on topics such as college awareness, and A-G requirements for parents and students. The College and Career Counselor will conduct college reediness and FAFSA workshops for parents and students. The counselor will walk them through FASA and college application.	08/02/2021 06/17/2022 New	The measure of effectiveness are the number of parents attending as evidenced by sign in sheets and the personal successes of parents in accessing school data and student information. The Community Representative will monitor trainings. The SAA will monitor time sheets of the Community Rep and the Principal will oversee the conducting of the classes and evaluations.
We will be hosting AP night for parents and students to gather information on the AP classes that our offered in our school. This will help them determine which classes they are interested in applying for. Parents and students will be involved in making this decision for the next year. (WASC #4) Teacher non Tutor X time 100 hrs X 83.25 = 8,325	03/01/2022 06/17/2022 New	Counselors will be collecting student's interest letters. Admin and Counselors will review interest letters and monitor AP enrollment. Parents and students will be asked to evaluate their experience during AP night. Support staff will look over evaluations to make sure they improve on planning for the next year.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	8,325		100

Focus Area: ELA - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The CPA and PSW will plan parent workshops for Social emotional Support. They will present how parents and students can work together to deal with stress and anxiety during the school year. Parents will be given tools on how to encourage and educate parents to understand SEL and how that effects student achievement outcome. With this support student achievement in school should be positively impacted. Parents can support students on testing days, so students come to school confident.	08/02/2021 06/17/2022 New	Principal and CPA will monitor SES surveys. They will also look over the completed evaluations after the parent workshops. Admin and intervention team will analyze ELA testing data.
The CPA and Magnet Coordinator will provide Parent Portal workshops through out the year to increase registration. They will also review how to utilize the portal and Schoology. Keeping parents up to date on students' grades and important school information. This will allow parents to be more involved in student achievement and get a good view on areas of need in each class the student attends.	08/02/2021 06/17/2022 New	CPA will monitor parent participation. Principal and CPA coordinator will keep track of Parent Portal registration.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 4 Days)	N/A	N/A	13114	102,354		100

Parent And Community

Focus Area: Mathematics - Building Parent Capacity and Partnership ***Required**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The CPA and PSW will plan parent workshops for Social emotional Support. They will present how parents and students can work together to deal with stress and anxiety during the school year. Parents will be given tools on how to encourage and educate parents to understand SEL and how that effects student achievement outcome. With this support student achievement in school should be positively impacted. Parents can support students on testing days, so students come to school confident.	08/02/2021 06/17/2022 New	Principal and CPA will monitor SES surveys. They will also look over the completed evaluations after the parent workshops. Admin and intervention team will analyze math testing data.
The CPA and Magnet Coordinator will provide Parent Portal workshops through out the year to increase registration. They will also review how to utilize the portal and Schoology. Keeping parents up to date on students' grades and important school information. This will allow parents to be more involved in student achievement and get a good view on areas of need in each class the student attends.	08/02/2021 06/17/2022 New	CPA will monitor parent participation. Principal and CPA coordinator will keep track of Parent Portal registration.
The school will host a Math Night for parents. Parents will be given an inside look into our CPM math curriculum. They will experience different lessons and activities in our math classes. This will be a great way to learn how to support the students in their learning.	08/02/2021 06/17/2022 New	Admin will monitor attendance and observe math demonstrations. Parents and students will be asked to complete and evaluation on their experience during math night.
Teacher X time (non-tutor) 100hr x 83.25 = 8325		

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	8,325		100

Focus Area: EL Programs - Building Parent Capacity and Partnership ***Required**

Parent And Community

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The CPA coordinator will hold two Master Plan Options a year to inform parents and students on their options for language development classes offered in LAUSD. The coordinator will also conduct individual reclassification meetings twice a year to keep parents and EL students informed on how they can reclassify. They will be given Individual Reclassification plans that will provide parents and students with updated test scores and grades to plan their own path to reclassification.	08/02/2021 06/17/2022 New	The principal will observe these parent meetings and collect feedback from parents. CPA will monitor LTEL numbers on Focus. Admin and Support staff will also review SES results at the end of the year.
Our Community Rep along with two other parents will be attending the CABE conference. CABE focuses on Bilingual education. They also cover Educational Equity and Multiliteracy. Parents will hear from speakers that look at the Lens of Racial equity, Biliteracy and Multiculturalism at local, national and global levels.	03/01/2022 03/31/2022 New	The principal and CPA will debrief and get feedback from the Community Rep and Parents.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	961		100

Focus Area: 100% Attendance - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Each semester the PSA and CPA will schedule a parent meeting on the importance of attendance. In this meeting all the crucial information that is needed to communicate with parents will be presented. The PSA will review how parents can utilize the attendance portion of the Portal Parents and will also share contact information for all those that they need to reach out to about attendance.	07/01/2021 06/30/2022 New	The CPA will collect sign in sheets and feedback to monitor the efficacy of the meetings. The PSA will also share attendance data to see if information presented shows improvement in our data.
As we return back to campus it is crucial to make sure all stakeholders feel safe and comfortable about returning. We want to be able to supply our custodial staff with needed materials to be able to keep our campus clean and prepared for everyone to have the safest return. As parents and students see the changes made they will feel more inclined to attend school. Parents will have less fears to allow students to return on a regular basis.	08/02/2021 06/17/2022 New	Admin and the plant manager will monitor supplies purchased and custodial staff duties. The PSA will report quarterly attendance numbers. Admin will also look at the School Experience responses.

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

**Los Angeles Unified School District
2021-2022 School Plan for Student Achievement**

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

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

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

- Based on MyData and Whole Child dashboards, we currently have 89.5% of our students with excellent attendance, which is a 17.5% increase from Spring 2020.
- Based on Whole Child dashboard, as of February 2021 we have 9.02% of students who are chronically absent, Which is a 1.48% decrease from Feb 2020.
- Based on Whole Child we have had no suspensions.
- Based on 2019 CA Dashboard our suspension rate was .02%

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

- Consistent system on how we review our school wide expectations and policies
- Consequences for students with excessive absences
- Communication with parents on attendance and behavior policies

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

- We hold "Attendance Matters" recognition activities to celebrate meeting the set attendance goal.
- Our PSA Counselor sends truancy and excessive absence notifications through mail and phone calls.
- For students who fall lower than basic attendance rates they participate in a meeting with parents and the PSA counselor as a source of support to ensure their attendance rate improves.
- We hold weekly SSPT meetings to support any students with attendance or behavior concerns.

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

n/a

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

n/a

California School Dashboard Indicators:

The activities outlined in 100% Attendance Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)

Chronic Absenteeism

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

All Students

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.

The SSPT team will monitor students at risk of dropping out due to chronic absenteeism, by monitoring 5, 10, 15, 20 week report card grades, MiSiS attendance report, and office referrals for behavior to help students overcome barriers to success by June 2022.

Schools must write at least one Measurable Improvement Objective

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

By June 2022 the percentage of students who are chronically absent will decrease by 3%, from 9.02% to 6.02%. Focus dashboard data will be used.

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

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

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
The Pupil Services and Attendance Counselor (12103) will work with teachers, students and parents to make them aware of the 96% attendance goal and its importance to academic success and graduation success. The Pupil Services Attendance Counselor will train teachers on: <ol style="list-style-type: none"> 1. Implementing a school-wide attendance program to insure that the number of students losing instructional time is within the target goal 2. SSC / COST team to provide interventions for students with chronic absences. 3. Coordinate incentive program 4. Referral process 					07/01/2021 06/30/2022	The measure of effectiveness is the progress toward the stated goal for attendance. The PSA Counselor will be responsible for tracking and producing attendance reports generated from the Focus Dashboard and the Principal will be responsible for overseeing the work of the PSA Counselor.			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	127,944		100	

Focus Area: 100% Attendance, Suspensions, School Safety, and Other Supports Interventions 100% Attendance

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
The Psychiatric Social Worker (60496) in collaboration with school administrators and staff, PSW will asses the mental and behavioral health needs of the school to develop and implement a tailored service plan that aligns with district and school goals and priorities. PSW will service and support and promote protective factors and address risk factors using evidence based practices. PSW will also collaborate with teachers to support core instructional services, provide services that address the whole child and promote a positive school climate, utilize data to make informed and student-centered decisions and engage parents and families to address challenges to learning and increase social-emotional competence.					07/01/2021 06/30/2022	Principal will meet with PSW to discuss intervention strategies. The measure of effectiveness is progress toward 96% attendance. The Counselor and Psychiatric Social Worker will monitor attendance reports and SSPT progress in collaboration with the PSA and the Principal will monitor their progress.			
The Pupil Services and Attendance Counselor (12103) will work with students and parents, during and/or beyond the regular assignment, to make them aware of the 96% attendance goal and its importance to academic success and graduation success. The Pupil Services Attendance Counselor will do the following. Implement a school-wide attendance program to insure that the number of students losing instructional time is within the target goal. And that the social emotional intervention are addressed to lesson the number of days absent. Conduct home visits. Facilitate COST team to provide interventions for students with chronic absences. Coordinate incentive program. Provide individual or group counseling. Refer families to community resources.					08/02/2021 06/17/2022	Principal will meet with PSA to discuss intervention strategies. he measure of effectiveness is progress toward 96% attendance. The Counselor and Psychiatric Social Worker will monitor attendance reports and SSPT progress and the Principal will monitor their progress.			
66.84/hr x 40= 2674									
Budget									

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	11079 - COUNS PSA X TIME	N/A	N/A	11079	2,633		100

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

Guidance and Instructions: All schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Alongside your Local District support staff, consider the Resource Inequities reflection prompts available here. Note that responses to questions 1 through 3 must be actionable at the school site.

1. What actionable inequities were identified by the school?

- When reviewing the information on the CA dashboard students with disabilities and English learners are performing below standard in all areas tested. - Per CA Dashboard English learners adds students with disabilities have the lowest graduation percentage. - Per CA Dashboard students with disabilities, English learners and Socioeconomically disadvantage students have the lowest percentage who are placed in the "Prepared" level on the College/Career Indicator. - The average Lexile level among EL students is below 600. - There is an inconsistent use of technology in lessons. (WASC #2) - There is an inconsistent use of iELD strategies, differentiation, and intentional grouping. - There is a need to increase the use of discussions with academic language among students.

2. Which inequities are priorities for the school to address?

We are focused on closing the achievement gap. The data shows that students with disabilities, English learners and socioeconomically disadvantage students are performing below standard compared to other groups of students on campus. We are interventions to help support the diverse need of these three groups.

3. How will the school address these inequities?

- The Categorical Programs Advisor and PSA counselor have begun to hold weekly group sessions with Newcomer students to help support them in their transition to a new country, new school and new language. - The Intervention coordinator has been holding professional development for the para professionals to ensure they are an additional support in the classrooms for all students, but especially the students with disabilities. - The PSW Counselor holds Student Support and Progress Team (SSPT) weekly meetings to discuss student referrals and interventions for those particular students. They also review crisis protocol and other methods to assist students who are not meeting academic and behavioral expectations. -The PSW Counselor also hold Resource Coordination Meetings. - There will be a professional development focus on the use of technology to incorporate in lessons. - We will continue to work with UCLA and the Beyond the Bell program to support all students who need tutoring in all subjects. -

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

N/A

EVIDENCE-BASED INTERVENTIONS

Guidance and Instructions: All schools must implement Evidence-Based Interventions as part of their improvement plan. Per ESSA, the term "intervention" can include activities, strategies, or interventions. For further guidance on Evidence-Based Interventions, click here. Complete questions 1 through 9 for each evidence-based intervention that will be implemented

1. Student Groups: Indicate the student group(s) that will be the focus of this evidence-based intervention

<input checked="" type="checkbox"/> All Students
<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Race/Ethnicity-Specify
<input type="checkbox"/> Students with Disabilities

2. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses

<input checked="" type="checkbox"/> English Language Arts (3-8,11)
<input checked="" type="checkbox"/> Mathematics (3-8,11)
<input checked="" type="checkbox"/> English Learner Progress (1-12)
<input checked="" type="checkbox"/> Chronic Absenteeism (TK-12)
<input type="checkbox"/> Suspension Rate (TK-12)
<input checked="" type="checkbox"/> College/Career (9-12)
<input checked="" type="checkbox"/> Graduation Rate (9-12)

3. Evidence Rating: Indicate the Evidence Rating for the intervention

<input checked="" type="checkbox"/> Strong, Moderate, Promising
<input type="checkbox"/> Demonstrates Rationale (not allowable for 7T691)

4. Rating Rationale: Indicate the source that was used to determine the rating.

<input type="checkbox"/> What Works Clearinghouse
<input type="checkbox"/> LAUSD Evidence-Based Intervention Bench
<input type="checkbox"/> Evidence for ESSA

Other-Specify and Provide Link to Study [include specific page number(s) for the evidence]

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New
 Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

UCLA/Beyond the Bell After School program Program website: <https://sites.google.com/g.ucla.edu/uclayouthsourcecenter/home> <https://btb.lausd.net/about> Articles to support: https://www.expandinglearning.org/docs/Durlak%26Weissberg_Final.pdf <https://www.wallacefoundation.org/knowledge-center/pages/afterschool-programs-a-review-of-evidence-under-the-every-student-succeeds-act.aspx>

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the SPSA Goal & Focus Area.

- The UCLA After School Program at University High School offers students a myriad of options and ways to spend their time after school. They offer tutoring by UCLA students, but beyond being a tutoring program, they also sponsor various other extracurricular activities and opportunities for students to participate after school. - They are the main sponsors of the Theatre program which performs two shows each year. Students who are not performing in the play also have many other opportunities to work behind the scenes with lighting, designing props, etc. - In addition, They also sponsor Uni's Drum Line and Drill Team which participate in cheering on the various Uni sports teams. - Driver's Education is provided through the UCLA program, which is crucial for a commuter campus. It gives students the ability to work towards their license and be able to drive to school. Students have the opportunity to earn the hours they need to earn their Driver's Permit for free through our class after school. - Team Prime Time is provided at UNI though the UCLA AfterSchool program. It gives students with Special Needs the opportunity to participate in three different sports throughout the school year; soccer, touch football, and basketball. The Uni Prime Time team travel to other high schools and compete against other Prime Time teams. Students can volunteer for this program and be trained as 'coaches' for the Prime Time players and assist and cheer them on during practices and games. - Throughout the year S.A.T. prep classes are offered, and have workshops on applying to college, writing the college essay and other topics related to higher education. - Lastly, almost every month they have cultural events that celebrate the diversity of University High School which usually includes foods of the particular culture, music and sometimes even a movie. - All programs are FREE and open to ALL Uni students. It is from 3 to 6 pm and 1:30 to 4:30 pm on the early Tuesdays and are open every day school is open.

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

- Principal and the Intervention team will be monitoring the attendance rates of the program - Grades will be monitored every 10 weeks. - Students who attend the after school program will be surveyed.

9. If the response to question #4 is "Continuing," what data support the claim that the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If the response to question #4 is "New," write "NA" in the textbox below.

- Algebra I grades have shown slight improvement from last year. - Graduation Rate has improved

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).

University High School makes students aware of technical, trade and workforce opportunities through various programs. One is our MAST Magnet. MAST stands for Math, Art, Science, and Technology. They have variety of field trips opportunities for students to experience different fields. There remains a Digital Media Academy on campus and multiple trade and tech elective classes. Our A-G counselor provides information for a variety of trade school options. All these work to make students aware of technical, trade and workforce opportunities. Additionally, Uni has a partnership with West LA College to provide dual enrollment classes and offers over 21 Advanced Placement classes.

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.).

University High School utilizes a multi-tiered approach to prevent and address problem behavior and bring early intervention awareness to situations which can detract from the learning environment. Tier one covers roughly 75-80% of students. Tier 2 covers the next 15% or so and the remaining 5% are covered with Tier 3 interventions. Tier 1 is mostly teacher, in-class interventions and was the focus of an ongoing PD last year on Trauma Based Instruction in conjunction with Uni's associate with University Village Foster care facility (which was not realized). Tier 2 and Tier 3 interventions involve our team of trained personal from the Assistant Principal of Discipline to the Dean of Students, our Counselors, Psychiatric Social Worker, Pupil Services and Attendance Counselor, and Psychologist. This team works through the SSPT framework to help students who need additional support outside of the classroom.

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

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

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

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

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

The School Plan for Student Achievement has been developed through a year-long process of working to get feedback from the many different stakeholders of the school including: parents, members of the community, teachers, the Principal, other school leaders, paraprofessionals, administrators, specialized instructional staff, school staff, and others. These participants play roles on our different committees and councils.

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:

- 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

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

N/A

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	0.00 31,302	0.00 0	0.00 0	0.00 0	0.00 0	0.00 31,302
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs)	<input type="checkbox"/>	0.00 2,932	0.00 0	0.00 0	0.00 0	0.00 0	0.00 2,932
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	2.00 39,380	0.00 0	0.00 0	0.00 0	0.00 0	2.00 39,380
110142 110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 113,750	0.00 0	0.00 0	0.00 0	0.00 0	1.00 113,750
11079 11079 - COUNS PSA X TIME	<input type="checkbox"/>	0.00 2,633	0.00 0	0.00 0	0.00 0	0.00 0	0.00 2,633
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	0.00 764	0.00 0	0.00 0	0.00 0	0.00 0	0.00 764
117361 117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00 70,727	0.00 0	0.00 0	0.00 0	0.00 0	1.00 70,727
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	0.00 1,528	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,528
11760 11760 - PROB SOLV DT CRD DIF	<input type="checkbox"/>	0.00 917	0.00 0	0.00 0	0.00 0	0.00 0	0.00 917
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	0.00 127,944	0.00 0	0.00 0	0.00 0	0.00 0	0.00 127,944
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 4 Days)	<input type="checkbox"/>	0.00 102,354	0.00 0	0.00 0	0.00 0	0.00 0	0.00 102,354
14496 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 122,357	0.00 0	0.00 0	0.00 0	0.00 0	1.00 122,357

14685 14685 - PROB SOLV DT CORD C1 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	73,414	0.00	0	0.00	0	0.00	0	0.00	0	1.00	73,414
14690 14690 - COUNS X (NON-TUTOR)	<input type="checkbox"/>	0.00	12,750	0.00	0	0.00	0	0.00	0	0.00	0	0.00	12,750
14692 14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>	0.00	7,160	0.00	0	0.00	0	0.00	0	0.00	0	0.00	7,160
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00	16,650	0.00	0	0.00	0	0.00	0	0.00	0	0.00	16,650
14895 14895 - TA-ALLOWANCE-PNWD	<input type="checkbox"/>	0.00	1,734	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,734
26288 26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	<input type="checkbox"/>	1.00	70,166	0.00	0	0.00	0	0.00	0	0.00	0	1.00	70,166
27785 27785 - COMMUNITY REP C (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	17,000	0.00	0	1.00	9,154	0.00	0	0.00	0	2.00	26,154
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	0.00	-7,100	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-7,100
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	0.00	-2,200	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-2,200
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	0.00	11,934	0.00	0	0.00	0	0.00	0	0.00	0	0.00	11,934
30224 30224 - UNIT G-H&W MED BENF	<input type="checkbox"/>	0.00	1,940	0.00	0	0.00	1,044	0.00	0	0.00	0	0.00	2,984
40124 40124 - NON-CAP EQUIP CLSRM	<input type="checkbox"/>	0.00	23,440	0.00	0	0.00	0	0.00	0	0.00	0	0.00	23,440
40127 40127 - GEN SUPPLIES TECHNO	<input type="checkbox"/>	0.00	93,717	0.00	0	0.00	0	0.00	0	0.00	0	0.00	93,717
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	0.00	21,600	0.00	0	0.00	0	0.00	0	0.00	0	0.00	21,600
50003 50003 - OTH NON INSTRL CONT	<input type="checkbox"/>	0.00	4,956	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4,956

50073	<input type="checkbox"/>	0.00	0	0.00	0	0.00	961	0.00	0	0.00	0	0.00	961
50073 - PARENT CONF ATTND													
50080	<input type="checkbox"/>	0.00	6,800	0.00	0	0.00	0	0.00	0	0.00	0	0.00	6,800
50080 - STAFF CONF ATTEND													
40239	<input type="checkbox"/>	0.00	19,615	0.00	0	0.00	269	0.00	0	0.00	0	0.00	19,884
POTENTIAL FNDING VAR													
40261	<input type="checkbox"/>	0.00	3	0.00	0	0.00	1	0.00	0	0.00	0	0.00	4
PENDING DISTRIBUTION													
Total		8.00	990,167	0.00	0	1.00	11,429	0.00	0	0.00	0	9.00	1,001,596

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**