

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

**2021-2022**

**Implementation**

**ROMER MS (1811601)**



**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: ROMER MS (1811601)

Local District: NE

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

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

Principal: RODRIGUEZ, LUIS

E-mail address: luis.x.rodriquez@lausd.net

SPSA Designee: TRIEU, KHIEM

Position: ADVSR, CTEGORCL PGM

E-mail address: ktt6256@lausd.net

School Address: 6501 LAUREL CANYON BLVD, NORTH HOLLYWOOD, CA 91606

School Telephone Number: 8185052200

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

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

RAFAEL GAETA



04/14/2021

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	<u>RAFAEL GAETA</u> <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>04/14/2021</u> <i>Signed Date</i>	
Local District EL Compliance Coordinator	<u>CYNTHIA DIAZ</u> <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>04/21/2021</u> <i>Signed Date</i>
Local District PACE Administrator	<u>PATRIZIA PUCCIO</u> <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/11/2021</u> <i>Signed Date</i>
Local District Title I Coordinator	<u>SUE FLORINDEZ</u> <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/28/2021</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 type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/04/2021	Patricia Patricio

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

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

03/08/2021

*School plan approval appears in SSC Minutes.*

\_\_\_\_\_

Date

**Attested:**

Shannon Sheehy

\_\_\_\_\_

Typed name of SSC chairperson



\_\_\_\_\_

E-Signature of  
SSC chairperson

03/08/2021

\_\_\_\_\_

Date

RODRIGUEZ, LUIS

\_\_\_\_\_

Typed name of school principal



\_\_\_\_\_

E-Signature of  
School principal

03/10/2021

\_\_\_\_\_

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:

	<u>Allocation:</u>	<u>Original</u>	<u>Second</u>	<u>Third</u>
<input checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	<b>Amount: \$</b>	<b>843,405</b>	<b>843,405</b>	
<input checked="" type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	<b>Amount: \$</b>	<b>61,943</b>	<b>61,957</b>	
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	<b>Amount: \$</b>	<b>9,735</b>	<b>9,735</b>	
<input type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	<b>Amount: \$</b>	<b>0</b>	<b>0</b>	
<input type="checkbox"/> <b>Title I: Comprehensive Sup &amp; Improv (7T691)</b> Purpose: 7T691	<b>Amount: \$</b>	<b>0</b>	<b>0</b>	
<b>Total amount of categorical funds allocated to this school: \$</b>				<b>1,830,180</b>

Other Programs to be consolidated under Schoolwide Program

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

Allocation

### **District Mission Statement**

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

<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 are committed to developing life-long learners who are responsible and respectful by providing quality, rigorous instructional programs.

### School Mission

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

Our school community will prepare our students to meet the A through G state requirements and be College and Career Ready

- \* Students will interpret their level of education and set goals to move ahead.
- \* Every student will be taught to take responsibility for his or her own learning.
- \* Teachers will develop rigorous instruction through continuous analysis of data and student work.
- \* Parents and educators will work together to encourage students' emotional and academic growth.
- \* Students will learn to value and respect the diversity within the community.

### 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/>

Data compiled using <http://maps.latimes.com/neighborhoods/neighborhood/north-hollywood/>

- \* 77,848 population in 2000, according to the U.S. Census
- \* 87,241 population in 2008, based on L.A. Department of City Planning estimates.
- \* 5.87 square miles
- \* 13,264 people per square mile, about average for the city of Los Angeles but among the highest densities for the county
- \* North Hollywood's Ethnic Breakdown is 57.7% Latino, 27% White, 5.7% Asian, 5.6% Black, and 4.0% Other.
- \* Moderately diverse for the city of Los Angeles and moderately diverse for the county
- \* \$42,791 median household income (2008 dollars), about average for the city of Los Angeles but low for the county
- \* 18.5% of residents 25 and older have a four-year degree, about average for the city of Los Angeles and about average for the county
- \* The percentage of residents 25 and older with less than a high school diploma is high for the county.
- \* Average household size of 2.8people, about average for the city of Los Angeles and about average for the county with 74% living in rental properties and 26% in owner occupied housing
- \* The percentages of never married males and never married females are among the county's highest.
- \* There are 3,256 families headed by single parents. The rate is 19.6%,about average for the city of Los Angeles but high for the county

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

- \* Roy Romer Middle School is on a typical middle school configuration with a 6th, 7th, and 8th grade.
- \* Roy Romer Middle School has also opened a STEM magnet during the 2016-2017 School Year.
- \* Roy Romer Middle School opened a Gifted Magnet in the 2018-19 School Year.

3. Indicate student enrollment figures:



Data complied using MiSiS Focus School Dashboards for 2020-21  
\* Total Enrollment 979 in the STEM, Gifted, and Regular Romer  
\* Enrollment in Programs-74 GATE, 163 Special Education with 68 in SDP and 251 LEP students  
\* 309 Enrollment in Romer STEM Magnet  
\* 56 Enrollment in Romer Gifted Magnet  
\* 614 Enrollment in Romer MS

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

\* Roy Romer Middle School is a SWP Title I Program  
\* Title I Ranking 2021-22 of 378 at 90.47%  
\* 885 eligible students

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

\* 897 Latino students  
\* 36 White  
\* 14 African American/Black  
\* 9 Asian/Filipino  
\* 251 Limited English Proficiency Students

**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:**

\* Roy Romer Middle School provides mandatory workshops on student academic assessment results, graduation requirements, and other topics  
\* Communications are done in both English and Spanish in multiple formats including but not limited to Principals Newsletter, Website, Connect Ed, Flyers, Remind Me Notifications, and Letters and Mailers.

**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:**

Roy Romer MS has divided their campus into Professional Learning Communities of SAS (School for Advanced Studies), BDATA (Business and Data Academy), PSALA (Public Service and Leadership Academy), VAPA (Visual and Performing Arts Academy), STEM magnet, and Gifted Humanities magnet.

## 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	SSC Reviewed the CPNE or Comprehensive Needs Assessment data that was sent to teacher and parents through Google form. We also reviewed the the mid year progress and the SPSA Evaluation in October. SSC discussed and prioritized program changes needed based on the review of various data points-enrollment, Parent Portal, SES, CA Dashboard, attendance, and mid year marks.	12/09/2020, 01/25/2021, 02/22/2021, 03/01/2021, 03/08/2021
<input checked="" type="checkbox"/> English Learner Advisory Committee	ELAC received the training on the CPNE in November and the SPSA training in February. We reviewed data about attendance, reclassification, ELPAC, and Parent Portal rates. Based on the data ELAC presented SSC with their recommendations regarding the SPSA.	11/12/2020, 02/11/2021, 03/04/2021
<input checked="" type="checkbox"/> Other: Local School Leadership Council	LSLC meet and reviewed the CPNE that was sent to the staff. They also sent out their own form to solicit what priorities the staff had and shared that with the faculty during a PD.	12/14/2020, 02/19/2021
<input checked="" type="checkbox"/> Departments	Departments reviewed the SPSA goals and all members were sent a CPNE Google form to solicit their input which was then shared to the SSC.	02/01/2021, 02/08/2021

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**100% GRADUATION AND BEYOND**

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

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	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 type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input checked="" type="checkbox"/>	N/A

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

N/A

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

N/A

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**

Romer MS will address its graduation goals through the Math and ELA portions of the school plan.

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

Romer MS will address its graduation goals through the Math and ELA portions of the school plan.

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

### **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.****

N/A

### **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.****

N/A

\*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.

<b>Focus Area:</b>	<b>Lesson Planning, Data Analysis, and Professional Development</b>	<i>Academic : 100% Graduation</i>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	40346 - PEND DIST 2ND ALLOCA	00000000	N/A	40346	0	0.00	100

<b>Focus Area:</b>	<b>Effective Classroom Instruction</b>	<i>Academic : 100% Graduation</i>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy

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

<b>Focus Area:</b>	<b>Interventions During and After the School Day and Other Supports</b>	<i>Academic : 100% Graduation</i>
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Strategies
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<b>Strategies, Actions and Tasks</b>				<b>Action Begin &amp; End Date Status</b>	<b>Identify the title of position/staff responsible for monitoring the strategy</b>			

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

**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   |



**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**

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Romer MS, like many LAUSD schools, was unable to administer the SBAC due to the closure of all schools during the pandemic. The following are the key findings for Romer MS from the last CA Dashboard report, Romer MS remained in the Yellow category. Overall, the school increased 11 points from the previous year in ELA SBAC grades 6-8 scores and made significant gains in all subgroups. No subgroups or overall groups were in the Red. Overall, Romer MS decreased its distance from the standards below to -49.5 points below as measured by the 2021 LAUSD/CA Dashboard data and continued its trend of positive growth in ELA.

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

The following areas are the root causes and focus areas in need for improvement. Overall, a majority of incoming students and current student are scoring in the near and not met categories for ELA for SBAC with many reading at lexile levels at least one if not more grade levels below. In addition, the Covid-19 pandemic interrupted the school year with all schools shutting down in March 2020 and the instruction that followed was uneven at best. All stakeholders had to deal with the new realities of distance learning, technology accessibility gaps, and learning new online platforms.

**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**

The School did not meet its measurable objectives due to the Covid-19 school closures. At this current time, the SBAC is scheduled to be administered during the 2020-21 school year either through remote or eventual in person instruction. Romer will continue to utilize funding to allow departments to meet before, during, and after the school year to plan, assess, and evaluate their lessons and engaging in collaborative planning. In addition, a continued emphasis has been pushed to integrate technology into instruction such as purchasing Promethean Smartboards to support eventual in class instruction and GoGuardian to provide online monitoring and instruction tools. In addition, Intervention programs will continue to target struggling students and provide additional support and instruction to bridge the achievement gap.

**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.**

English Learners, 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, a majority of ELA teachers will implement the instructional strategies shared during PD and/or collaboration with focus on mastery grading and implementation of strategies that increase student engagement through various technology platforms.

**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, Romer MS will increase students in grade 6-8 scores as measured by the SBAC ELA by 3 points or more and reduce the distance from standard by -60.6 points to -57.6 points as measured by the 2022 LAUSD/CA Dashboard data.

\*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
<p>The Categorical Program Advisor with differential, Instructional Leadership Team, and Principal will facilitate Grade-level and department level meetings during and outside of the basic assignment to provide planning time for teachers to:</p> <ul style="list-style-type: none"><li>*develop project based learning projects that connect interdisciplinary themes</li><li>*analyze SBAC and other school/district created assessments to guide instructional planning effectiveness</li><li>*assist teachers in creating lessons and facilitate delivery of lessons that provide scaffolds for all students</li><li>*coordinate intervention programs during and beyond the regular school day</li><li>*work with teachers to manage and interpret formative assessment data, examine student work, and plan and deliver appropriate instruction</li><li>*provide targeted PD focused on both designated and integrated ELD instruction to support EL learners.</li><li>*Collaborate with teachers to facilitate Co-Teaching implementation for Students with Disabilities.</li></ul> <p>CPA differential will be added to make the CPA position a 6hr to 8hr daily position.</p>		07/01/2021 06/30/2022	Principal and Instructional Leadership Team will collect evaluations both formal and informal to determine the effectiveness and planning future PD topics. Principal will conduct classroom observations to ensure the implementation of strategies.
<p>The school's Instructional Leadership Team (ILT), Positive Behavior Support Team (PBST), Title III Coach, Categorical Program Advisor, and Administrative and Support Team will provide professional development to teachers and all staff during and outside the regular assignment and to:</p> <ul style="list-style-type: none"><li>* improve understanding of the new College and Career Ready Common Core State Standards</li><li>* how to understand and develop lessons to address the SBAC central claims in Math and English</li><li>* plan, implement, and model constructive conversation and other protocols that support academic discussion for our English Learners</li><li>* provide professional development workshops that center around effective educational strategies and the use of Smarter Balance Interim Assessment Blocks to guide and monitor program instruction and effectiveness</li><li>* Provide professional development on the Coteaching Model and successful strategies that address Student with Disabilities.</li></ul>		07/01/2021 06/30/2022	Principal and Instructional Leadership Team will collect PD evaluations to determine the effectiveness of future PD. Principal, CPA, Instructional Coaches, and Administrative Staff will conduct observations to determine PD implementation.
<p>Teachers and staff members will attend conferences and other training opportunities in order to gather strategies and other innovations for supplementing and differentiating instruction to improve the academic program at the school site with particular focus on Mastery Grading and Increasing Student Engagement. Attendees will then present these strategies to others within their grade level and school-wide. Conferences and trainings include but are limited to the new English Language Development framework, differentiated instruction and other intervention strategies. In addition, as Romer MS moves to one to one device status more additional resources will be focused on integrating technology and ISTE standards into the classroom to support instruction. Conferences include: (NCTE, LMSC, CMC, CAG, CLMS, CTE, and ISTE)</p>		07/01/2021 06/30/2022	Principal and ILT team will meet with the participants to schedule sharing of strategies centered on the conference and discuss and plan strategies for PD dissemination and classroom implementation.
<p>The College and Career coach with differential will ensure that our at-risk students in middle school are prepared for A-G courses and will successful in graduating college and career ready from high school, the District has provided funding to Title I middle schools to purchase a Middle School College and Career Coach. The Coach will collaborate and partner with the local district and school site instructional staff, school personnel, parents, and community to ensure data-driven, results-based support services and programs are provided for all at-risk students. He/She will primarily be responsible for identifying the achievement gaps, utilizing multiple data points for early alert and data to inform intervention and support, assisting in the roll-out of ELA/ELD, integrating instructional technology and providing a bridge to support as at-risk students transition into high school.</p>		07/01/2021 06/30/2022	Principal will meet and observe, review student data to ensure goals are met.

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Coordinator X-Time (Non-Tutor)...to pay a regular status Teacher/Librarian/ Counselor/Coordinator who is performing additional duties related to the program outside their basic assignment basis or for employees not performing regular ongoing duties. * Maintain compliance documents * Distribute program materials * Monitor ongoing program compliance * Develop schedules for program intervention * Prepare for FPM	07/01/2021 06/30/2022	Principal will maintain time sheet records.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA-T1 C&C Coach (7T124)	2100	14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425379	N/A	14188	61,178	1.00	50
CE-ESSA T1 Schools (7S046)	2100	117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	30324379	N/A	117361	70,727	1.00	100
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV		N/A	11681	764	0.00	100
CE-ESSA T1 Schools (7S046)	2100	14692 - COORD X (NON-TUTOR)		N/A	14692	2,498	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30165 - HEALTH WELFARE CERT		N/A	30165	-7,100	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30166 - RETIREE BNFTS CERT		N/A	30166	-2,200	0.00	100
CE-ESSA T1 Schools (7S046)	2100	50080 - STAFF CONF ATTEND		N/A	50080	5,000	0.00	100
CE-ESSA-T1 C&C Coach (7T124)	2100	14190 - COL&CAREER COACH DIF		N/A	14190	764	0.00	100

Focus Area:

Effective Classroom Instruction

Academic : English Language Arts

Strategies
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Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Teachers in ELA and Math classes will implement the following effective classroom instructional strategies:</p> <ul style="list-style-type: none"> <li>* the use of Mastery Grading</li> <li>* the use SMART start lessons to address the Designated ELD Standards</li> <li>* the use of CLRP strategies to develop more culturally relevant lessons</li> <li>* the use of academic conversation protocols to support all students and in particular English Learner, Students with Special Needs, and White subgroup.</li> <li>* the use of digital tools such as NEWSELA, Readtheory and Iready to support instruction.</li> </ul> <p>Categorical Program Advisor and Title III Coach will perform direct supplemental services during the school day that include teaching, providing demonstration lessons, conducting staff development activities, and conduct program evaluation activities, and conducting program evaluation activities to/for students during the regular school day.</p>	07/01/2021 06/30/2022	Principal and Instructional Leadership Team will collect PD evaluations to determine the effectiveness of future PD. Principal, CPA, Instructional Coaches, and Administrative Staff will conduct observations to determine PD implementation in the classrooms.
<p>The Title III Coach working in conjunction with the TSP/CPA will work with Integrated Content area teachers to plan and implement lessons that incorporate clear Language Objectives with continued emphasis on classroom discussion and student centered academic conversation protocols to support English Learners in content area classes. Further focus will be on utilizing ELPAC resources found online to support classroom instruction. In addition, Title III Coaches will further work with teachers in implementation of CLRP strategies with the goal of creating a supportive and cultural diverse environment where all students feel comfortable taking emotional and intellectual risks. By creating engaging lessons that incorporates students' personal connections teachers create effective cultural competent relationships.</p>	07/01/2021 06/30/2022	CPA and Title III Coach will work with ILT to monitor the effectiveness of classroom instruction and provide actionable feedback to teachers.
<p>Teacher Assistants (8) positions provide classroom reinforcement and support of instruction in core curricular areas to at-risk students. Supplemental services are provided under the direct supervision of highly qualified classroom teachers. Teacher assistants will work in small groups monitoring student progress. Teacher assistants will also assist in identifying at risk students in their assigned classrooms.</p>	07/01/2021 06/30/2022	Administrators, and Categorical Program Advisor will periodically discuss effectiveness of TA's. T.A. evaluations will be conducted at the end of the year to evaluate effectiveness of the T.A..
<p>Funds for 10 curricular trips to enhance curriculum by providing background knowledge and build college and career readiness. Trip to the Aquarium of the Pacific, California Museum of Science and Industry, Natural History Museum, Dockweiler State Beach, Getty Museum and Museum of Tolerance will provide students with real life, hands on learning experiences to connect prior knowledge and reinforce academic vocabulary to improve their reading and writing skills. Trips to USC, UCLA, Cal State LA, CSUN, LVC, Pierce College, and Glendale Community College will build college going culture and students will write ELA reflective essays about the experience.</p>	07/01/2021 06/30/2022	Teachers will evaluate curricular trip effectiveness through self-evaluation form and student work such as essays and notes from trips.
<p>SIM will be used to purchase additional instructional materials such as math journals, classroom libraries, graphing paper, and composition books to service all students by allowing them to record learning, organize ideas, and other scaffolding.</p>	07/01/2021 06/30/2022	Teachers will measure the effectiveness of software through initial diagnostic tests provided by the online platforms and growth monitoring as measured by the programs. Programs provide a baseline student performance indicator and monitor student progress.
<p>General Supplies Technology will be used to purchase 149 Lenovo 100 e Chromebooks. At-risk students in ELA &amp; in Math will be more fully engaged in the learning process, conducting advanced online research for reports and presentations and by creating documents using word processing programs and other web based writing support tools through the purchase of computers for classroom usage. \$237.01 * 149 Chrome Devices, Chromes Service \$17.70 * 149, and eWaste \$4.00 * 149. Estimated Tax \$3355.00.</p>	07/01/2021 06/30/2022	Student progress will be measured by growth in SBAC scores compared to previous year.

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Software license maintenance will be used to renew programs such as NEWSLA, GoGuardian, REMIND ME, Flocabulary, Gizmos, Iready, Kami, and Nearpod that support student learning through cloze reading of nonfiction text, tier 2 vocabulary instruction, and online math and science instruction that will support all learners including Students with Disabilities, English Learners, and White subgroups.	07/01/2021 06/30/2022	Programs will monitor student achievement data, classroom usage, and student growth through online diagnostic tools and progress monitoring.
TA Benefits will be used to pay medical and dental coverage for TA's so that they can effectively service students in the classroom .	07/01/2021 06/30/2022	Administrators, and Categorical Program Advisor will periodically discuss effectiveness of TA's. T.A. evaluations will be conducted at the end of the year to evaluate effectiveness of the T.A..

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)	30444611	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30326584	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30467262	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30326586	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30326581	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	30210 - TA HEALTH&MEDBENEFIT		N/A	30210	47,736	0.00	100
CE-ESSA T1 Schools (7S046)	1000	50174 - CURRICULAR TRIPS		N/A	50174	4,100	0.00	100
CE-ESSA T1 Schools (7S046)	1000	40127 - GEN SUPPLIES TECHNO		N/A	40127	42,046	0.00	100
CE-ESSA T1 Schools (7S046)	1000	50243 - SOFTWARE LICNS MAINT		N/A	50243	25,000	0.00	100
CE-ESSA T1 Schools (7S046)	1000	40269 - SUPPLMTL INSTRL MAT		N/A	40269	1,000	0.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30326585	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30472416	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30472420	N/A	107762	19,690	1.00	100

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : English Language Arts

Strategies								
Strategies, Actions and Tasks			Action Begin & End Date Status		Identify the title of position/staff responsible for monitoring the strategy			
Use of Tutor Teacher X Time for Intervention opportunities will be provided to students failing to meet proficiency or at-risk of falling below proficiency. Teacher led intervention services will be provided outside of the regular school day to at risk students with focus on Students with Disabilities and White subgroups that are underperforming. Teachers will provide before school and after school classes to address the needs of students who are getting D's and F's in their ELA and math classes. Students will be selected by recommendation from core classroom teachers. Students having D's and F's in ELA will also be selected for Intervention. Teacher Tutoring will take place during after school intervention as well as during school through a push-in/pull-out teacher tutoring.			07/01/2021 06/30/2022		Categorical Program Advisor will monitor the effectiveness of Intervention programs at the school site.  Intervention teachers will monitor student progress using the interim assessments systems built into the program.			
Copiers will be used to deliver supplemental math and English intervention materials.			07/01/2021 06/30/2022		Teachers will use copiers to make copies of short stories, graphic organizers, math fluency worksheets, and other related instructional materials to be used during the school day and also in intervention programs.			
Teacher Assistant Relief will work with a highly qualified teacher in the school's academic support classes after school to tutor struggling students in ELA and/or Math.			07/01/2021 06/30/2022		The CPA will monitor the effectiveness of the use of TA relief in the assistance of the afterschool intervention and tutoring programs.			
IT Support Technician – Installs computer systems for student use and selected Title I support staff and troubleshoots hardware and software malfunctions. The second IT Support Tech will work with services Chromebooks for students since Romer MS is a one to one device school.			07/01/2021 06/30/2022		The Principal will monitor effectiveness of the use of the IT Support Technician through both formal and informal teacher feedback as well as end of year evaluation forms.			

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	25691 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	30459666	N/A	25691	78,929	1.00	100
CE-ESSA T1 Schools (7S046)	2100	25691 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	30326726	N/A	25691	78,929	1.00	100
CE-ESSA T1 Schools (7S046)	2100	50003 - OTH NON INSTRL CONT		Toshiba	50003	2,500		100
CE-ESSA T1 Schools (7S046)	1000	13989 - TCHR AST RELIEF LV2		N/A	13989	1,804	0.00	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 checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A



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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. Romer MS, like many LAUSD schools, was unable to administer the SBAC due to the closure of all schools during the pandemic. Overall, students in grade 6-8 improved 2.5 points in the SBAC scores for Math and reducing the distance from standard from -98 points to -95.3 points based on the 2019 CA Dashboard data but did not meet the state's overall goal of 3 points. In particular, the 7th grade dropped significantly compared to the other grades and the 6th grade did not make significant improvement based on the previous dashboard data. The instructional calendar was further impacted by the school closures in March with a probable negative impact on student learning and achievement that is reflected in the high failure rates from the Fall Semester reporting period.

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

Romer MS was unable to staff that position with a experienced instructor and/or effective instructor for Math in the previous school year. This lack of high quality instruction impacted several classes and has a cascading effect on future instruction. In addition the abrupt closure of schools in March impacted student learning and the transition to distance learning has added additional obstacles such as the reduced instructional time, gaps in technology accessibility, attendance issues, and difficulty with new technology platforms.

**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**

The School did not meet its measurable objectives due to the Covid-19 school closures. At this current time, the SBAC is scheduled to be administered during the 2020-21 school year either through remote or eventual in person instruction. Romer will continue to utilize funding to allow departments to meet before, during, and after the school year to plan, assess, and evaluate their lessons and engaging in collaborative planning. In addition, the integration of technology tools to support instruction has become even more vital as all learning has shifted to distance learning models.

**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.**

English Learners, Socioeconomically Disadvantaged, Student with Disabilities, Hispanic or Latino, 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 the start of Spring Semester 2022, a majority of students in the Math classes will be exposed to targeted math strategies targeting intervention strategies and student engagement as captured by observation logs and instructional rounds.

**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, Romer MS will increase students in grades 6-8 score in overall SBAC Math by 3 points or more and reduce the distance from standard by -95.3 points to -92.3 points as measured by the 2022 LAUSD/CA Dashboard data .

\*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.

<b>Focus Area:</b>	<b>Lesson Planning, Data Analysis, and Professional Development</b>	<i>Academic : Mathematics</i>
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Strategies								
Strategies, Actions and Tasks			Action Begin & End Date Status		Identify the title of position/staff responsible for monitoring the strategy			
Teacher X Time Non Tutor will be used to provide opportunities for teachers to collaborate and to plan and conduct demonstration lessons that emphasize good first teaching and focus on differentiated and Common Core-based instruction in order to increase the academic achievement of all students. In order to meet the needs of all students, particularly our Students with Disabilities. Math teachers meet outside their regular assignment to plan PD centered around developing numeracy skills and promoting engagement strategies. In particular, PD will be provided on In the PD, we will focus on using sentence frames and vocabulary banks as specific strategies that will help EL students access core content. The frames will the support English language learners need in order to fully participate in math discussions; contextualize meaning, use academic vocabulary; they provide a protocol for practicing and extending academic language.			07/01/2021 06/30/2022		Principal and Administrative team will monitor and evaluate implementation of strategies through classroom observations. Instructional Rounds will be used to observe teaching methodologies and provide actionable feedback in an non evaluative manner. All agendas, sign ins, and other materials will be collected for records			
Staff Training Rate will be provided to train staff on implementing Iready Program, Nearpods, and IXL so that Math teachers can better utilize technology to further augment their instruction as well as providing actionable data. In addition, staff training rate will be used to pay for Math teachers who would like to attend the CPM workshops that are provided by the district.			07/01/2021 06/30/2022		Principal and Administrative team will monitoring the usage of technology through classroom observations and other data tools. Sign ins, agendas, handouts, and flyers will be collected for all Staff Trainings			
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	14693	4,995	0.00	100
CE-ESSA T1 Schools (7S046)	2100	11316 - STAFF TRNG R 1 CERT		N/A	11316	1,499	0.00	100

<b>Focus Area:</b>	<b>Effective Classroom Instruction</b>	<i>Academic : Mathematics</i>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Class-Size Reduction Teacher Secondary with benefited absences – A highly qualified register carrying teacher will reduce class size in 7th and 8th grade Math classes to improve academic achievement for at-risk students. CSR Teacher will provide direct instruction and reduce student to teacher ratio. CSR Teacher should plan and deliver appropriate instruction, provide intervention to address the targeted needs of at-risk students, and possess knowledge of the multi-tiered approach to instruction/problem solving model that differentiates instruction for students not meeting grade level standards.	07/01/2021 06/30/2022	The principal will monitor the effectiveness of the CSR teacher's instruction.

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
SIM will be used for the purchase of math journals, compositions, and other allowable items to support numeracy and fluency.	07/01/2021 06/30/2022	Data drops will be collected to determine students' growth in the programs at the end of each grading period.
EL Instructional Coach with differential will work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CA Content Standards. EL Coach will continue on working with integrated ELD teachers in implementing the usage of sentence frames, academic vocabulary banks with the goal of implementation of constructive conversation.	07/01/2021 06/30/2022	ILT with principal and EL Coach will conduct classroom observations of Integrated ELD classes to monitor the implementation of instructional strategies directed at EL learners.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30342520	N/A	13644	117,968	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)		N/A	10562	1,465	0.00	100
CE-ESSA T1 Schools (7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	480	0.00	100

Focus Area:

## Interventions During and After the School Day and Other Supports

Academic : Mathematics

Strategies								
Strategies, Actions and Tasks			Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy				
After school Academic Support Classes will be offered before and after school for students to provide students additional time to practice and work with a certificated teacher to tutor and provide basic intervention services. Students scoring below proficiency, as measured by grades, teacher referral, and formative assessments will receive priority. In addition, early Math intervention classes will be offered in the first semester to provide early targeted intervention aimed at supporting all students but in particular the Students with Disabilities subgroup.			07/01/2021 06/30/2022	Categorical Program Advisor under the guidance of the principal will monitor and oversee the intervention program and ensure that teacher implement the local school design and analyze pre- and post-student proficiency to evaluate effectiveness of intervention.				
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	10376	17,483		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 checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input checked="" type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

Romer MS did not meet its goal of increasing the passing ELPAC rate from by 4% from 6.7% to 10.7% as measure by the score of 4 or Well Developed for the 2020-21 ELPAC. In addition, the Romer MS reclassification rate dropped to 11.4%. EL learners have also made noticeable gain in both Math and ELA sbac scores with a double digit growth in ELA SBAC during the last administration. In terms of the ELPAC, EL Leaners have not made significant progress and Romer in terms of the ELPAC and ranks in the lower tier compared to LDNE MS schools. In addition, many classroom observations have indicated difficulty in shifting paradigms in ELD as well EL progress monitoring has indicated a large majority of EL students are struggling. The drop of reclassification is reflective of the shift from CELDT scores to ELPAC for the first time.

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

A root cause or underlying issue is again the difficulty with the new ELPAC expectations and format. Although PD has been provided to the staff regarding the paradigm shift and dependence of Integrated ELD there hasn't been enough resources available for teachers to access unlike the other items found for CAASPP. Unlike SBAC, there isn't a digital library playlist or IAB's designated for the ELPAC. The ELPAC practice tests are now available but many of our staff and students need additional time practicing and accessing the site. Also, the ELD materials for LTEL courses have not been updated for quite sometime and many current teacher continue to complain about how outdate they are.. Finally, more training needs to be focused on developing integrated ELD lessons and teaching teachers how to access the supplementary materials found in their textbook adoptions to support EL.

**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**

Based on the ELPAC passing rate data as reported in MYDATA Romer MS did not meet its goal of increasing the ELPAC passing rate to 5.4% to 10.4%. Moving forward, we will continue to improve our PD topics to include greater emphasis on Mastery Learning and focusing on ELPAC items. Additional workshops will also be provided to parents at the start of the school year so that they utilize the resources available to support EL learners. Further, additional intervention classes will be created focus on improving reading comprehension.

**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 ELD teachers will participate in ELD professional development focused on the strategies to meet the needs of LTEL as well a data analysis and monitoring as measured by attendance logs.

**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, Romer MS will decrease the number of LTEL students by 15% as measure by ELtMR from its current number of 184 students.

\*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.

<b>Focus Area:</b>	<b>Lesson Planning, Data Analysis, and Professional Development</b>	<b>Academic : English Learner Programs</b>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>EL Instructional Coach with differential will work collaboratively with general and special education teachers in the Integrated and Designated ELD classrooms to guide, support, and ensure the implementation of a comprehensive ELD program. The coach will conduct classroom demonstration, provide actionable feedback, and facilitate staff level professional development centered on the ELD framework, constructive conversation, and CLRP strategies to target both EL and SEL learners.</p> <p>EL Coach. Cost \$66278 with a \$1010 differential in Title III (7T197) program allocations were not provided to the school in time to be included in the 2021-2022 SPSA-to-FN0 pilot school process. As a result, the preceding Title III (7T197) expenditure is not displayed on ABC School's 2021-2022 SPSA SFE Data page. However, this Title III (7T197) expenditure does appear in the school's Schools Front End (SFE) account and the Title III (7T197) program has been consolidated into the school's 2021-2022 SPSA.</p>	07/01/2021 06/30/2022	Principal and Instructional Leadership Team will collect observations both formal and informal to determine the effectiveness and planning of future PD topics. After reviewing data collected through instructional round visits, the instructional coach will work in conjunction with general and special education teachers, program coordinators, and other staff to adjust and adapt professional development between on the needs of staff.
<p>"X" Time Non-Tutor...assignment is for regular status employees performing additional duties related to the program outside their basic assignment and to meet before and during the school year to plan ELD lesson studies, analyze student data, and identify best practices and needs to be implemented during designated ELD time.</p>	07/01/2021 06/30/2022	Principal and Instructional Leadership Team will collect observations both formal and informal through fall and spring Instructional Round visits focusing on discussion techniques, language objectives, and academic rigor in both integrated and designated classrooms. Data collected through a google form will be calibrated among department and grade level teams, then department chairs will work with teams to commit making change to improve discussion techniques, language objective, and academic rigor. After departments or grade level teams agree to making change, groups will visit classrooms again to verify strategies are being implemented to demonstrate growth.

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

<b>Focus Area:</b>	<b>Effective Classroom Instruction</b>	<b>Academic : English Learner Programs</b>
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Strategies
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Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Teachers in ELD classes will implement the following effective classroom instructional strategies: * the use of ELD Standards based rubrics to assess student progress and build grading consistency * the use SMART start lessons to address the Designated ELD Standards * the use of Mastery Grading to determine proficiency * extended time to focus on ELPAC resources to support instruction	07/01/2021 06/30/2022	The Instructional Coach will collect data through google form and share the effectiveness of current PD with the principal, Instructional Team, and academy leaders to adjust future PD gleaned from the data. In addition, other data collected from informal and formal observations through Instructional Round visits will give additional information.

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

<b>Focus Area:</b>	<b>Interventions During and After the School Day and Other Supports</b>	<i>Academic : English Learner Programs</i>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Use of Tutor Teacher X Time for Intervention opportunities will be provided to students failing to meet proficiency or at-risk of falling below proficiency. Teacher led intervention services will be provided outside of the regular school day to at risk students. Teachers will provide after school classes to address the needs of students who are getting D's and F's in their ELD classes. Students will be selected by recommendation from core classroom teachers. Students having D's and F's in ELD will also be selected for Intervention. Teacher Tutoring will take place during after school intervention as well as during school through a push-in/pull-out teacher tutoring. The focus will be on building constructive conversation skills that students will be able to apply during designated ELD instruction.	10/01/2021 05/31/2022	Categorical Program Advisor will monitor the effectiveness of Intervention programs at the school site.  Intervention teachers will assess student progress using the pre and post test administration of intervention program used for additional academic instruction.

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**

**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: Parent Portal

**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 results of the 2020-21 SES and Focus Dashboards the key findings are as follows:

\*11% of Parents participated in the SES

\*47% of Student participated in the SES

\*63% of Parents have enrolled in the Parent Portal in the 2020-21 school year

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

One of the issues related to the return rate was early administration of the SES in that during 2020-21 LAUSD expected the parents and students to complete the SES survey online due to school closures. Although we did instruct them to complete it online many did not due to various technology barriers. The lack of a tracking system and without parent information it was difficult to track progress of completed surveys.

**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**

Romer did not meet its measurable objective of increasing the return rate for the SES. Moving forward, Romer will continue to train its parents on how to complete the SES online as well as accessing the Parent Portal. In addition, with the hopeful return to in person schooling will increase parent outreach activities and opportunities.

**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

**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, Socioeconomically Disadvantaged, Student with Disabilities, 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, Romer MS will offer at least 4 parent workshops focused on training parents on the Parent Portal, Schoology, and completing the SES as measured by attendance logs.

**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, Romer MS will increase the number of parents registered in the Parent Portal by 7% from 63% 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).

<b>Focus Area:</b>	<b>Student, Staff, Parent Engagement *Required</b>	<i>Parent And Community</i>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Coffee with the Principal meetings will take place once a month where parents will meet with school staff, administration, and counselors and be informed about the current and upcoming learning opportunities and events.	07/01/2021 06/30/2022	The principal and Parent Liaison will be responsible for conducting and maintaining attendance records of parent workshops.
The Parent Resource Liaison will work to assist in maintaining the Parent Center and provide a welcoming environment to parents. The Parent Liaison provide resources and information to parents through workshops, orientations, and trainings. Activities include: Parent Portal Signups, ESL classes for parents, weekly parenting classes, literacy and math workshops, and district required topics as determined by the P.C.S.S..	07/01/2021 06/30/2022	Categorical Program Advisor and Parent Liaison in conjunction with the Principal will monitor and certify workshop through the PCSS system.
Contracted Instructional Services- Will be offered for parents to attend either the Parent Factor Classes, Grupo Crecer Classes, or the PEBSAF Parent University Classes. Classes will support parental involvement at Roy Romer MS. Parents will learn how to take a participatory role in their child's education by: creating home learning environment, bullying, navigating school system, engaging and collaborating with teachers, counselors, and principals, ensuring children complete A-G requirements, and encouraging high school and college graduation.	10/01/2021 04/30/2022	Graduation rates and weekly attendance logs will be maintained and recorded at the school site by the CPA.
Non Capitalized Equipment Non Classroom will be used to purchase a new computer laptop for the Parent Center as well as 3 desktops to upgrade the technology for parents to access the Parent Portal, Rosetta Stone, and other LAUSD applications.	07/01/2021 12/30/2021	The principal and Parent Liaison will be responsible for conducting and maintain attendance records of parent workshops.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	26594 - PRNT RSR LIASN C1T/7 (8 Hrs / 5 Days)	30323778	N/A	26594	70,030	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	40125 - NON-CAP EQUIP-OTHER		N/A	40125	4,500		100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	50002 - CONTR INSTRL SVC		N/A	50002	4,942	0.00	100

<b>Focus Area:</b>	<b>Student, Staff, Parent Communication *Required</b>	<i>Parent And Community</i>
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Strategies
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Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The CPA in tandem with the Parent Liaison will hold and certify the four required academic initiative workshops as states by the Parent, Community, and Services Branch as well as work on building a welcoming environment for all our parents.	07/01/2021 06/30/2022	The CPA will certify and upload all required documentation to the PCSS service branch.
The Parent Liaison and Categorical Program Advisor will hold several workshops throughout the school year that will include but are not limited to topics such as ESL classes for parents, Bullying and Self-Esteem, planning and executing the annual Book Fair, Math/Science/English/Special Education/History nights, and promoting Parent Portal Sign ups during registration, Open House, and Parent Conference Nights.	07/01/2021 06/30/2022	The attendance roster will show the participation rate of various workshops and classes including the contractual services. The principal, CPA, and Parent Liaison will review the evaluation and attendance data for these events.
The Parent Liaison in conjunction with the principal will create a monthly calendar of parent workshops and activities and inform parents at the begging and continually during the school year through the school website. In addition, the school will inform parents on an on-going basis about the upcoming events.	07/01/2021 06/30/2022	The principal and Parent Liaison will be responsible for developing a calendar of workshops and events.
The principal and the school staff will use the following communication tools to communicate regular and special events throughout the school year: * Updated website with current information * Monthly updated parent center calendar of events and workshops * Weekly Connect Ed messages in both English and Spanish to inform parents of upcoming school events * Romer agenda planner to inform parents of LAUSD and school policies with calendar and notes to aid in parent to school communication * Daily Blackboard Connect phone calls from school staff with announcements.	07/01/2021 06/30/2022	The principal will be responsible for the use of the communication tools. The data from the School Experience Survey will yield information about the effectiveness of different communication tools.

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

**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

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

Parent And Community

**Focus Area:****ELA - 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				
<p>The school Principal, Categorical Program Advisor and the Parent Resource Liaison will provide parent workshops to build parent capacity to ensure all students are college and career ready on the following:</p> <p>* LAUSD A-G graduation requirements (specific strategies to support their children’s progress toward graduation and becoming qualified to attend college)</p> <p>* Parent workshops focusing on the importance of strong foundational literacy, best math practices, and social-cognitive development.</p> <p>* LAUSD new middle school graduation requirements</p> <p>* The importance of Regular School Attendance.</p> <p>* Accessing and registering for the Parent Portal.</p> <p>The Parent Resource Liaison will work to assist in maintaining the Parent Center and provide resources and information to parents through workshops, orientations, and trainings. Activities include: monitoring online ESL classes for parents, weekly parenting classes, literacy and math workshops, SBAC workshops, Magnet Night, Book Fair and district required topics as determined by the P.C.S.S..</p>			07/01/2021 06/30/2022 New	Categorical Program Advisor and Parent Liaison in conjunction with the Principal will monitor and certify workshop through the PCSS system.				
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

**Focus Area:****Mathematics - 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 School will hold a Mathematics Night House engage families in activities that promote mathematics practices and sharing with parents and families the ways they can support their students by engaging in math building activities outside of school. Other workshops to be included are Core Math Standards and the 8 Math Practices.				07/01/2021 06/30/2022 New	Attendance rosters will be maintained by Parent Liaison.			
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

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

Parent And Community

Strategies								
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Strategies, Actions and Tasks				Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
The EL Instructional Coach working in tandem with the CPA will provide various workshops throughout the year regarding such topics as the Master Plan Options, LTEL Reclassification, LTEL progress meetings, ELD standards and implementation, Individual Reclassification Plans, and ELPAC.				07/01/2021 06/30/2022 New	The Principal and CPA will maintain all records of agendas, attendance sheets, and flyers of workshops as well as logs into the Parent Community System and Instructional Online Accountability System and upload supporting documents. The number of parents attending LTEL meetings in the Fall and Spring using the new Individual Reclassification Plan, parent attendance at the Master Plan Options Meeting, other meetings held, and other parent contact logs will also be reviewed.			

  

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

  

<b>Focus Area:</b>	<b>100% Attendance - Building Parent Capacity and Partnership *Required</b>							<i>Parent And Community</i>

  

Strategies				
Strategies, Actions and Tasks			Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The Parent Liaison and Categorical Program Advisor will provide mandated workshops on the following topics including the importance of regular school attendance, bullying, and self-esteem for parents.			07/01/2021 06/30/2022 New	The CPA will log and certify mandated topics into the Principals Portal and attendance logs will be kept on site.

  

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 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 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 the results from MYDATA, Focus Dashboards for Attendance, and CA Dashboard the key finding are the following:  
The Chronically Absent rate from 2018-19 was 13.9% based on the CA Dashboard, in 2019-20 Romer was on track to reduce the rate based on the following year but was not on track to meet the District's goal of 7% or less. Due to the Covid-19 pandemic and the forced school closures, the rest of the data for the school year could not be properly extrapolated. Currently, Romer MS has an overall 10% Chronic Absenteeism rate as measured by MiSIS focus reported based on the 2020-21 school year.

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

Some of the root causes or lack of progress in Chronically Absenteeism are related to the high number of Students with Disabilities often not attending school due to anxiety or other related issues. This has continued and gotten worse as the students shifted to distance learning with many students in that subgroup not participating and/or attending class based on counselors' observations. In addition, the attendance data was severely impacted by the school closures in March due to the Covid-19 pandemic. Currently, the rate of true student attendance is not reflective of actual attendance or student engagement due to current definition of in seat attendance which is reflected in the D/F rate.

**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**

Romer MS did not meet its measurable objectives for Attendance for 2020-2021. Moving forward, Romer MS will implement additional SEL strategies in homeroom to support Social Emotional Growth and create a positive and inclusive school culture using the Second Step program. Finally, both an extra Psych day and extra PSW day will be utilized so that related counseling services can be provided for students to serve the mental health needs. The PSW day will be converted to a full time position using other funding sources to further support our students' mental health and positive well being.

**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)**

Suspensions, 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.**

English Learners, Socioeconomically Disadvantaged, Student with Disabilities, Hispanic or Latino, 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, Romer MS will implement SEL lessons from Second Step at least once a week during homeroom to support Social Emotional Learning, as measured by observation logs.

**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 number of discipline referrals to the counselors will decrease by 10% from the 2019-20 numbers, as measured by office referrals.

\*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
<p>The principal and administrative support team will provide professional development on the following topics:</p> <ul style="list-style-type: none"> <li>* the importance of regular attendance</li> <li>* positive behavior support plan</li> <li>* restorative justice program</li> <li>* Second Step SEL lessons</li> <li>* Implement a HR plan that incorporates weekly SEL lessons.</li> </ul> <p>The Positive Behavior Support Team will meet monthly to create positive incentives throughout the school year to promote attendance, behavior, and school pride</p>	07/01/2021 06/30/2022	<p>The principal and administrative staff will maintain records of professional development and monitor its implementation during the school year.</p> <p>The Positive Behavior Support Team will maintain monthly meeting and work under the supervision of the assistant principal.</p>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Romer MS will fund 1 day of the school psychologist to provide supplemental health related services included by not limited:</p> <ul style="list-style-type: none"> <li>* Utilize a Multi-tiered System of Supports to address and support academic, socialemotional and behavior functioning for all students.</li> <li>* Observe students in the classroom and otherschool settings to determine their academic and social-emotional functioning.</li> <li>* Provide formal and informal assessments</li> <li>* Assist students in developing positive behavior intervention strategies (PBIS).</li> <li>* Assist Students with Disabilities with managing anxiety and other attendance related issues.</li> </ul>	07/01/2021 06/30/2022	<p>The school psychologist will maintain records of the students serviced.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Romer MS will fund 1 day of PSW to provide supplemental health related services included by not limited: <ul style="list-style-type: none"> <li>• Provide individual, group and family therapy</li> <li>• Deliver crisis response and intervention services</li> <li>• Conduct student risk assessments and provide appropriate safety planning services</li> <li>• Provide case management services</li> <li>• Collaborate with teachers to support core instructional services to address comprehensive needs of the Whole Child</li> <li>• Engage parents, families and communities to decrease barriers to learning and increase social- emotional competence</li> <li>• Promote a positive school climate using a trauma informed lens</li> </ul>	07/01/2021 06/30/2022	The PSW will maintain records of the students serviced.
Romer MS will fund 2 days of PSA to provide additional support with attendance, in person visitations, and other related items.	07/01/2021 06/30/2022 New	The PSA will maintain records of the students serviced.

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 / 1 Day)		N/A	13114	25,590	0.00	100
CE-ESSA T1 Schools (7S046)	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 1 Day)		N/A	13222	25,522	0.00	100
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)		N/A	12103	51,178	0.00	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?

**-Instructional Time and Attention:** The majority of student lack foundational literacy and numeracy skills as measured by the Smarter Balanced Assessments. Most of our students are 2 or more grade levels below through numerous measurements such as RI, SBAC, and Iready Diagnostic exams. Additionally, even though intervention is offered only a small percentage of the eligible students take advantage of this opportunity. In addition, the shift to online learning has dramatically decreased the amount of instructional time for all classes. Finally, the lack of a clear asynchronous/synchronous time split has made instruction uneven throughout many classes. **-Learning Ready Facilities:** Distance learning has put a strain on the access to technology and other instructional materials. The shift to online instruction has greatly impacted our students and many are struggling with over 60% of the students receiving at least on I/F grade on the Fall reporting marks. Many students and families complain about broken devices and lack of internet connections. The inability of the vendor to deliver new materials and/or devices has further compounded the situation and increased the digital divide. **-Early Intervention:** Although Intervention is offered, it was even more difficult to maintain consistent attendance. In addition due to uncertainties, Intervention needed to be offered earlier in the school year to address failing students.

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

**The school's priority is to address Instructional Time and Attention with focus on providing additional technology/instructional support to meet the challenging demands placed by distance learning.**

3. How will the school address these inequities?

**The school will renew its purchase of Iready as a supplemental tool as well as an online instructional vehicle. This program will provide an initial diagnostic test and provide tailored online instruction for the students based on their abilities and allow for early targeted interventions. In addition, the school will begin their intervention classes earlier in the school year. Finally, the school will continue purchasing additional Chromebooks to replace aging and broken devices.**

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**

## Page 1

## 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 type="checkbox"/> English Learner Progress (1-12)
<input type="checkbox"/> Chronic Absenteeism (TK-12)
<input type="checkbox"/> Suspension Rate (TK-12)
<input type="checkbox"/> College/Career (9-12)
<input 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 checked="" type="checkbox"/> LAUSD Evidence-Based Intervention Bench
<input checked="" 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.

Iready

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

Software license maintenance will be used to renew programs such as Iready, NEWELA, Flocabulary, Gizmos, Iready, Kami, and Nearpod that support student learning through cloze reading of nonfiction text, tier 2 vocabulary instruction, and online math and science instruction that will support all learners including Students with Disabilities, English Learners, and White subgroups. General Supplies Technology will be used to new Chromebook devices to replace aging and broken devices. Finally, Teacher X Time Non Tutor will be used to begin targeted intervention services early on.

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

The measurable objective for this intervention will be moving the students from the Red to the Orange on the CA Dashboard by decreasing the average distance from standard by 3 points from a negative -95.3 points to -92.3 points. All Iready students will complete an initial, midyear, and end of year diagnostic exam that will measure student growth throughout the year. In addition, teachers will have access to the dashboard that will indicate their students progress through the program as well as time on task and other variables.

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.

Several studies have been conducted to prove the effectiveness of Iready and it has already been approved as a highly promising intervention through the LAUSD evidence based benchmark. Due to Covid-19 school closures it and the disruption in state testing data comparisons are difficult to make.

## 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).

Romer MS has several Open Houses during the school year where the local high schools are invited to come and present their programs. Also to promote college awareness, Romer MS has alternate dress days that focus on colleges. Finally, the school counselors discuss A-G requirements before our 8th graders leave for high school. The STEM magnet also focuses on building specific career and college skills with focus on Science and Engineering occupations.

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

The school follows the foundational discipline policy and each counselor has to meet with every students to perform Individual Graduation Plans. Also, the school is in its first year of the Student Success Progress Team and its members are educated in the Response to Intervention Model with Tier 1, Tier 2, and Tier 3 Interventions.

**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 Schoolwide Program Plan goes through a careful review and acceptance process and is eventually accepted by SSC. The PIP, LAUSD Title I involvement policy, and school compact are mailed home every year. Staff training is also given during faculty meeting regarding this process and the plan.

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

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

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

N/A

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

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

## LOCAL DISTRICT MONITORING

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

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

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

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

## 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 Profncny (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 17,483	0.00 0	0.00 0	0.00 0	0.00 0	0.00 17,483
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 1,465	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,465
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	8.00 157,520	0.00 0	0.00 0	0.00 0	0.00 0	8.00 157,520
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	0.00 1,499	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,499
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
12103 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	<input type="checkbox"/>	0.00 51,178	0.00 0	0.00 0	0.00 0	0.00 0	0.00 51,178
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 1 Day)	<input type="checkbox"/>	0.00 25,590	0.00 0	0.00 0	0.00 0	0.00 0	0.00 25,590
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 1 Day)	<input type="checkbox"/>	0.00 25,522	0.00 0	0.00 0	0.00 0	0.00 0	0.00 25,522
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 117,968	0.00 0	0.00 0	0.00 0	0.00 0	1.00 117,968
13989 13989 - TCHR AST RELIEF LV2	<input type="checkbox"/>	0.00 1,804	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,804
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	0.00 0	1.00 61,178	0.00 0	0.00 0	0.00 0	1.00 61,178

14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	0.00	0	0.00	764	0.00	0	0.00	0	0.00	0	0.00	0	0.00	764
14692 14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>	0.00	2,498	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2,498
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00	4,995	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4,995
25691 25691 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	<input type="checkbox"/>	2.00	157,858	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	2.00	157,858
26594 26594 - PRNT RSR LIASN C1T/7 (8 Hrs / 5 Days)	<input type="checkbox"/>	1.00	70,030	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	1.00	70,030
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	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	0	0.00	-2,200
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	0.00	47,736	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	47,736
40125 40125 - NON-CAP EQUIP-OTHER	<input type="checkbox"/>	0.00	0	0.00	0	0.00	4,500	0.00	0	0.00	0	0.00	0	0.00	4,500
40127 40127 - GEN SUPPLIES TECHNO	<input type="checkbox"/>	0.00	42,046	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	42,046
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	0.00	1,480	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,480
40346 40346 - PEND DIST 2ND ALLOCA	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	0.00	0	0.00	0	0.00	4,942	0.00	0	0.00	0	0.00	0	0.00	4,942
50003 50003 - OTH NON INSTRL CONT	<input type="checkbox"/>	0.00	2,500	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2,500
50080 50080 - STAFF CONF ATTEND	<input type="checkbox"/>	0.00	5,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5,000

50174	<input type="checkbox"/>	0.00	4,100	0.00	0	0.00	0	0.00	0	0.00	4,100
50174 - CURRICULAR TRIPS											
50243	<input type="checkbox"/>	0.00	25,000	0.00	0	0.00	0	0.00	0	0.00	25,000
50243 - SOFTWARE LICNS MAINT											
40239	<input type="checkbox"/>	0.00	17,942	0.00	0	0.00	293	0.00	0	0.00	18,235
POTENTIAL FNDING VAR											
40261	<input type="checkbox"/>	0.00	-825,463	0.00	-61,942	0.00	-9,442	0.00	0	0.00	-896,847
PENDING DISTRIBUTION											
<b>Total</b>		13.00	<b>17,942</b>	1.00	<b>0</b>	0.00	<b>293</b>	0.00	<b>0</b>	0.00	<b>0</b>
										14.0	<b>18,235</b>
										0	

**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**