

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

**2020-2021**

**Implementation**

**BRAVO SH MEDICAL MAG (1875401)**



**Superintendent**  
**Austin Beutner**

**Board Members**

Dr. George McKenna III  
Mónica Garcia  
Scott M. Schmerelson  
Nick Melvoin  
Jackie Goldberg  
Kelly Gonez  
Dr. Richard A. Vladovic

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### SCHOOL IDENTIFICATION

School Name: BRAVO SH MEDICAL MAG (1875401)

Local District: E

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

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

Principal: LOPEZ, LUIS M

E-mail address: luism.lopez@lausd.net

SPSA Designee: WILLIAMS WAKASA, GINA Position: ASST PRIN, SECONDARY

E-mail address: ggw6206@lausd.net

School Address: 1200 N CORNWELL ST, LOS ANGELES, CA 90033

School Telephone Number: 3232274400

**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.

PEDRO AVALOS



08/17/2020

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	PEDRO AVALOS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>08/17/2020</u> <i>Signed Date</i>	
Local District EL Compliance Coordinator	KIRSTIN SUMMERS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>08/08/2020</u> <i>Signed Date</i>
Local District PACE Administrator	ELSA TINOCO ENCISO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/08/2020</u> <i>Signed Date</i>
Local District Title I Coordinator	ROSALBA GONZALEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>08/11/2020</u> <i>Signed Date</i>

## RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/13/2020	Luz Maria Montoya

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

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

02/20/2020

*School plan approval appears in SSC Minutes.*

\_\_\_\_\_

Date

**Attested:**

Karla Sanchez

\_\_\_\_\_  
 Typed name of SSC chairperson



\_\_\_\_\_  
 E-Signature of  
 SSC chairperson

02/20/2020

\_\_\_\_\_  
 Date

LOPEZ, LUIS M

\_\_\_\_\_  
 Typed name of school principal



\_\_\_\_\_  
 E-Signature of  
 School principal

02/20/2020

\_\_\_\_\_  
 Date

## 2020-2021 FUNDING ALLOCATED TO THIS SCHOOL

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

### Federal Programs

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	Amount: \$	1,135,375	0	
<input checked="" type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	16,115	0	
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	Amount: \$	0	0	
<input checked="" type="checkbox"/> <b>Title I: Comprehensive Sup &amp; Improv (7T691)</b> Purpose: 7T691	Amount: \$	0	0	
<b>Total amount of categorical funds allocated to this school:</b>	\$			1,151,490

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Allocation

## District Mission Statement

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

### **Local Educational Agency (LEA) Plan Goals**

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

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

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

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

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

#### **Goal 2: English Learners—Proficiency for All**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

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

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

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

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

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

**2016-17 District Professional Development Priorities:**

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

**District Core Program for All Students:**

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

**Curriculum focus-2016/2017**

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

**Instructional focus-2016/2017**

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

**Assessment focus-2016/2017**

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

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

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

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

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

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



## SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

### School Vision

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

All students will succeed in an environment which encourages rigorous academics and empathetic and ethical behavior.

### 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?)

To prepare students for post-secondary education and to provide them with opportunities to explore the health professions, while fostering an environmental of inquiry and learning that promotes the development of their human relations, skills and abilities.

### 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/>

Bravo Medical Magnet High School is a full magnet school that serves students grade 9-12. Bravo is located in a commercial and residential area in the Boyle Heights section of Los Angeles. The community's population is comprised of lower socio/economic Latinos. Approximately 50% of the students attending Bravo are from the surrounding community. The remaining 50% commute from various areas served by the Los Angeles Unified School District. Bravo is located adjacent to the USC School of Medicine, The USC School of Pharmacy, the Doheny Eye Hospital, the Los Angeles County + USC medical Center, the Norris Cancer Hospital, and the USC University Hospital. The school's curricular emphasis is on the California Common Core State Standards to develop mathematics, science and language arts skills. We believe each student can learn and we know all students can succeed. Our vision and mission ensure that every child be served with the same respect and set of expectations. We believe that a rigorous academic curriculum will prepare students for success in a post-secondary program, and that it is imperative for students to develop social and humanistic skills so that they can be productive members of Bravo's multi-cultural society and society in general. Bravo's School-wide Learner Outcomes, are statements of what we expect our students to achieve throughout their education at Bravo Medical Magnet High School. Our School-wide Learner Outcomes are the 5C's and state that students will become:  
Better and more effective communicators, Responsible and culturally aware, Academic achievers, Versatile and creative users of technology, Organized problem solvers and critical thinkers.

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

Bravo has annually maintained a steady enrollment of approximately 1850. Bravo's current official student enrollment by grade level:  
Grade 9 = 544 ( 29.4% ); Grade 10 = 475 (25.6%); Grade 11 = 434 ( 23.4% ); Grade 12= 399 ( 21.5 % )The physical plant consists of one five story building. Our first floor is below street level and contains the cafeteria and classrooms. Our on-site PE area adjoins the cafeteria and consists of an open concrete area with two half-court basketball courts which may be converted into a volleyball court. All other PE facilities are outside the gate in the city maintained Hazard Park. The park contains two softball fields, two tennis courts, a flat grass area suitable for soccer, and a large hilly area upon which our students run. Our second floor is at street level and contains our gymnasium, administrative offices and classrooms. The third and fourth floor consists of classrooms. Fifth Floor houses the Library, Textbook Room, Lecture hall, Learning Center Room, and classrooms. Every floor features 2-3 classroom with science laboratories.

3. Indicate student enrollment figures:

Bravo's medical magnet program was originally part of the school integration program to be accessible to all students in the Los Angeles Unified School District; hence, the school community has wide geographical boundaries. About eighteen buses deliver 50% of Bravo's students, some of whom travel up to an hour to school, and are drawn from about 71 middle schools. Students apply through the District's "Choices" program and are selected by the district's lottery. There is an extensive waiting list. There are no screening procedures to enroll in Bravo. By choosing to be here, students embrace our motto. "Quality and Integrity" and make an important commitment: work hard, strive to become the best, and become an example for others.

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

As of April 2020, Bravo High School has 1465 students out of 1786 students identified as low income. Francisco Bravo MMHS has a pverty index of 82.03 % , since 82.03% of our students qualify for free or reduced meals according to the LAUSD 2020-2021 Title I ranking.

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

The ethnic population at Bravo consists of:

1. Hispanic = 79.3%
2. Asian = 10.4 %
3. African American = 1.6 %
4. White = 6%
5. Filipino = 2.5 %
6. Native American Less than 0.5 %

There are over 16 languages spoken here: Estonian, Tagalog, Portuguese, Spanish, Armenian, Russian, Vietnamese, Thai, Cantonese, Mandarin, Korean, Bengali, Hindi, Arabic, Mongolian and Gujarti in addition to English.

**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:**

Parents of all students are kept informed of their child's progress every five weeks by progress reports of semester grades. Parents are sent State Standards Test results about their child's academic progress regarding mastery of content standards. Parents are also sent results of other standardized tests and performance assessments. Teachers communicate with parents at Back-to-School night, parent/teacher conference nights and individual parent/teacher conferences as requested. Clerical staff communicates with parents on a daily basis through correspondence, phone calls, and in person walk-ins. Administrators and coordinators communicate with parents through monthly newsletters, letters, individual conferences, phone calls individually and entire school, and three monthly parent meetings (English Learners, Title I, Parent Advisory Council). In-coming 9th grade parents are informed about Bravo support services and programs during Summer Freshman Orientation and Registration, Parents receive information about California Dashboard and SBAC Summative scores and status of the school in relation to target populations and dis-aggregated data through monthly newsletters, Parent Advisory Council Meetings and parent workshops. There is non-English Translation is available to parents who do not speak English.

The AP-TSP ( EL-Designee ) and counselors meets with parents of EL students to discuss ELPAC, ELPAC and RI results during the school day, at monthly ELAC meetings, 3- Masterplan Options meetings and we schedule appointments with parents in order the discuss assessment results and reclassification criteria. All staff is available to meet with parents during parent conferences to review assessment data. Other vehicles available to communicate with parents is through the various councils and parent workshops held in the parents center. We hold CAASSP and Dashboard workshops for parents annually though the Parent Advisory Council as well.

## 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)   |
| <input checked="" type="checkbox"/> | Other: Linked Learning   |

**Other important characteristics of the school:**

Bravo is a great source of pride for parents. In 2013, Bravo received a six year with one visit accreditation from WASC. It is one of only two California high schools named a High Achieving-High poverty School (2000). Bravo is also a California Title I Academic Achievement School (2005), and a national Blue Ribbon School (2006). Additionally, Bravo is one of the California high schools ranked in Newsweek magazine's List of Top U.S. High Schools (2007, 2008). U.S. News and World Report has also ranked Bravo as one of America's Best High Schools (2008). Bravo has furthermore been profiled in The U.S. Department of Education's publication, Innovations in Education: Successful Magnet Schools (2008). Most recently, US News and World Report named Bravo Best High School/Gold Medal Schools (2012-2015)

In 2014-15 Bravo has continued to pursue its goal to increase the underrepresented minorities in the health fields by adopting a whole school Linked Learning approach. Implementation of Linked Learning began in 2015-16 with the 9th grade class (2019), creating Career pathways for all students in the CTE Health Science and Medical Technology Industry Sector. In Spring of 2017, Bravo High School was deemed a: Magnet High School of Distinction, Title One Academic Achievement School, and a Gold Ribbon School. In Spring of 2019, Francisco Bravo MMHS was a recipient of the California Distinguished School Award. In Fall 2019, Francisco Bravo MMHS became a recipient of the National ESSA award.

## LAUSD School Review Process Recommendations

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

**School Improvement Grant (SIG)**

**WASC Recommendations**

**WASC Accreditation Results:** 6 years

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

Francisco Bravo Is currently under review for the WASC accreditation process for the 2018-19 school year. We were reviewed April 27, 2019 - May 1, 2019.

The last review was the Mid-cycle review.

The review was conducted in April 2019. The following recommendations were made:

1. The Social emotional needs of students need to be addressed to the degree the academic needs are addressed.. These supports must be systemic to ensure success for all students.
2. Medically themed pathways needs to be supported in the classroom through linked learning process. Increase opportunities for all students to be engaged in college experiences, career pathways, career-related programs and opportunities related to the medical magnet theme
3. There is a need for a systemic development and delivery of Tier 1 intervention for all classrooms. The committee recommended Targeted Tier 1 training and time for collaboration for all teachers and Para-educators in order to align teaching to CCSS and NGSS in daily instruction and be able to have time to analyze student work and assessments to evaluate if there is a need to reteach using intervention strategies ensure that students of promise are successful.

## 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)
<p><input checked="" type="checkbox"/> English Learner Advisory Committee</p>	<p>09/24/20- The School Plan for Student Achievement and the 6 domains is presented, reviewed and dicussed with the council. Funding for underserved populations is provided to remove barriers for students that are not meeting grade level standards. Targeted student populations include English Learners, Special Education, Foster , Homeless and students that qualify for free or reduced lunch. Measurable objectives for the 2019-2020 school year discussed. Data on English Learners provided on the 26 students that are English Learners. Reclassification criteria and protocols for Regular Ed and Special Education English Learners presented.</p> <p>10/10/2019 Language Census presentation. Data on the the different profiles of English Learner students is presented and discussed. The majority of EL Students need to pass the ELPAC Test. Bravo is one of the Schools that is field testing the new online ELPAC test. Students will be tested on the Speaking portion of the online exam. ELPAC resources ELPAC.org are discussed. Grade Level Reading Assessment in English ( Redaing Inventory Lexile Test) is also discussed . The council recommends that additional tutoring and educational support be provided for English Learners to meet grade level standards and reclassification milestones.</p> <p>11/14/2019-Evaluation of the 2018-19 School Plan for Student Achievement Measurable Objectives. Resources: Reading Intervention offered 2 days a week for the next 2 weeks, Teasting dates for the 2019-2020 school year presented and USC Mentors will be on campus after school to support with college essays for college applications for 2 days.</p> <p>12/12/2019 Comprehensive Needs Asseesment is made- Data on academic marks is reviewed and discussed. Parents identify English, Geometry, Algebra 2, and Biology and Chemisty as areas of need for English Learner students. Support in reading and writing in are identified as necesssry for English Learner students to improve academic acheivemnt. Parent request that counselors be available after school late hours at least twice a to month to meet with English Learner families to ensure their student is on track to graduate and reclassify.</p> <p>01/23/2020-Presentation on The Importance of Regular Attendamce. Monthly Attendance data is provided and reviewed along with sample gradaes of students with regular and low attendance. The correlation of regular attendance and high academic acheivement is made. English Learner parents engage in the school protocols for student absence and the district guidelines for excused and unexcused absences. Presentation on the tentative 2020-2021 budget expenses and measurable objectives with discussion and feedback.</p> <p>02/13/2020 Reviewed student academic data and reclassification data. Presentation of the Final 2020-2021 SPSA and Title One Budgets with emphasis on the English Learner Domain. Parents invited to the Annual Parent Symposium at the end of the month for information and training on accessing resources to improve academic acheivement and mental and emotional health.</p> <p>04/23/2020-Update parents regarding State and LAUSD assessments ELPAC and RI suspended. The California dept of Education will determine the next steps in response to the COVID-19 pandemic. Reclassification of students that meet criteria continues. Reading Strategies Intervention workshops will continue in the Fall and Spring of the 2020-2021 school year.. The reclassification window will remain open until Oct 2020 for the 2019-2020 school year.</p>	<p>09/24/2019, 01/23/2020, 10/29/2019, 02/13/2020, 11/14/2019, 04/23/2020, 12/12/2019</p>

<input checked="" type="checkbox"/> Other: Professional Development	<p>08/27/2019-Reviewed WASC findings that addressed the need to provide Social Emotional Learning in the classroom and application of instruction to link to medical pathways or in areas beyond the classroom-rigor. Used reflection on previous methods and begin to develop methods, strategies and resources to support student learning. Targeted populations of EL, SWD and Foster and Homeless populations or students experiencing trauma identified to receive immediate support.</p> <p>09/17/2019-Reviewed SBAC data and identified students of concern. Review curriculum maps and differentiation and assessments to allow students to show mastery.</p> <p>10/29/2019- PD-Review student work by using a work analysis worksheet in order to identify trends and needs in order to develop a practice to reteach. Need for parent engagement identified in the School Experience Survey results. Teachers develop capacity on how to use Schoology as a communication method.</p> <p>Faculty meeting-Deliver PD on the SPSA process and identifying needs for improving academic performance for targeted subgroups, SWD, ELL, and students not meeting grade level standards.</p> <p>11/19/2019-Teachers evaluate efficacy of Tier 1 intervention strategies by reviewing student work and classroom assessment data.</p> <p>12/10/2019-Evaluated SPSA Goals and identified which were met and were not met and discussed why goals were not met.</p> <p>01/14/2020-Review EL SDAIE classroom strategies and supports and reclassification data and EL and RFEP progress monitoring.</p> <p>02/04/2020-Teachers were surveyed to identify training desired. Workshops with experts provided in :Differentiation &amp; Culturally Responsive Classrooms, Engagement and Motivation and expanded learning that links learning to Science Health, and Career fairs.</p>	<p>08/27/2019, 12/10/2019, 09/17/2019, 01/14/2020, 10/29/2019, 02/04/2020, 11/19/2019</p>
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<p><input checked="" type="checkbox"/> School Site Council</p>	<p>The Following was conducted in several SSC meetings.                  10/17/2019: Needs assessment review student data-Reviewed 10th week progress grades to identify courses that show low student performance. Needs identified in order to support in after-school tutoring program and provision of classroom support resources and personnel such as Paraprofessionals. Report on WASC identifying the need for teachers to receive professional development on Social Emotional Learning.                  11/21/2019-Reviewed end of year data for 2018-19 to evaluate the SPSA goals 2018-19 to determine which Measurable Objectives were met in the 6 domains. Measurable Objectives were met in ELA, Math, and English Learner domains, were met in the 2018-19 school year. Graduation, Culture and Climate, and the Social/Emotional measurable objectives were not met.                  12/19/2019: Evaluated needs based on Student responses to the School experience survey. Second allocation of funding presented o the council. Presentation on funding needed to offer Credit Recovery courses, English Learner Saturday Reading Intervention classes, Funding is requested for counselors to meet with and engage English Learner families beyond the school day to inform them of their child's Individualized reclassification plan, the reclassification criteria that has been met, necessary steps to reclassification and additional academic resources available for EL students. Funding requested for 3 core auxiliaries: 1-English, 1- Math, and 1-Science to support student need and reduce class sizes. Funding requested for 4 sets of Chromebooks and 4 carts to house to house them in core classrooms for student access: 1-English, 1-Math, 1-Science and 1-Social Science classrooms. All funding approved.                  01/30/20: Presentation, review and approval of Parent Compact and School Level Parent and Family Engagement Policy. Re-purpose funding for after-school tutoring and teacher meeting time to review and develop lessons on social emotional learning. Review of tentative budget plan for 2020-2021.Data review 20 week student grades and attendance data.                  02/20/20-Review and approval of 2020-2021 SPSA and Title One Budgets (7S046 and &amp; 7E046)                  04/20/20-Option to use funding to purchase Technology and Non Cap Equipment for the classroom due to school closures. Approval for unused funding to be used to purchase technology and classroom equipment.                  05/29/2020- Approval for unused funding in the budget to be used to fund a 2 day mandatory Professional development for teachers to focus on developing online lessons with district approved online resources in order to improve academic achievement and engagement of all students including targeted populations of English Learners, Foster and Homeless students and Students with Special Educational Needs.</p>	<p>10/17/2019,                  02/20/2020,                  11/21/2019,                  04/20/2020,                  12/19/2019,                  05/29/2020,                  01/30/2020</p>
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<input checked="" type="checkbox"/> Departments	<p>09/10/2019: Needs assessment continued from PD. :Reviewed performance data from SBAC, CAST and Reclassification. Identify and develop student support resources and differentiated instruction.</p> <p>10/22/2019- Continue work on curriculum maps and development for systemic parent engagement to make parents partners in student achievement 11/12/2019- Review 10 week student grades to identify needs and identify goals for students and reteaching contracts for grade improvement.</p> <p>12/03/2019-Tier I classroom supports and interventions discussed as a department. Effective strategies to be focused for the rest of semester.Personalized out of the classroom support methods developed as a department in preparation for final weeks of instruction..</p> <p>01/28/2020-Evaluate SPSA goals from the previous year to see if goals have been met and begin to develop SPSA goals for 2020-2021.</p> <p>02/11/2020 Discuss best practices employed from PD workshops and students achievement growth. Continue to reflect and refine differentiation of instruction and collaborative activities for student achievement. Collaborate and define needs and goals for 2020-2021 SPSA and prepare budget requests for 7S046 and 7E046 budgets in order to improve student achievement and ensure that all students of promise meet promotion and graduation requirements.</p>	<p>09/10/2019, 01/28/2020, 10/22/2019, 02/11/2020, 11/12/2019, 12/03/2019</p>
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**Los Angeles Unified School District  
2020-2021 School Plan for Student Achievement**

**100% GRADUATION AND BEYOND**

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

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

**1. List key findings related to 100% 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**

As of fall 2019, MyData indicates that 85% of 12th grade students are on track to graduate and 82% of 11th grade students have made graduation progress. According to the CA Dashboard in June 2019, Bravo 12th grade students attained a 96.7% graduation rate and increased by 1.3% from the previous year. According to MyData, preliminary data regarding graduation indicated that Francisco Bravo Medical Magnet met the graduation rate of 96%. Per myData, the goal of attaining a 97% graduation rate by June of 2018 for 12th grade students was not met .By August 2018 the graduation rate rose 1% to 97%. The CA Dashboard reflects a 95.3% graduation rate in June of 2018 and a 95.1% rate of graduation as of June 2017. Although the goal was not met, there was an improvement in graduation rate of 0.2% from 2017 to 2018

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

Interventions for students earning a grade of a "D" or high "F" need to be available to students to prevent students from failing a class and not making adequate progress.

During the WASC Self-Study in the 2018-19 school year members of the Francisco Bravo Medical Magnet HS Community has identified the following three Critical Student Learner Needs.

1. Increase standardized testing proficiency levels and successful rates of A-G Course passage with C or better, particularly in targeted Math and Science classes, through proactive, multi-tiered intervention and instruction.

2. Assure equal prioritization of Social and Emotional Learning (SEL) with Academic Learning to positively impact both learning domains as measured by course passage rates and relevant survey results and indicators.

3. Increase opportunities for all students to be engaged in college experiences, career pathways, career-related programs and opportunities related to the medical magnet theme.

Bravo Faculty members identified the need for professional development on Social Emotional Learning and how to support students using SEL practices/interventions. A high number of students experience crisis or due to Adverse Childhood Experiences. The SEL professional development has begun but must further be expanded and systemic.

Faculty members also identified the need for inter-department collaboration in order to examine student work to identify student need trends and develop lesson plans to reteach.

The Bravo community also identified the need for there to be interdisciplinary projects/opportunities to address the Medical Theme. In doing so, the demands for homework time for students can be focused and can meet the requirements for more than one course. Time for collaboration is required as to plan projects and make sure there is mindful planning for students projects not to overlap in consideration of students mental health and well-being,

Further the WASC report indicates there is a need for a systemic development and delivery of Tier 1 intervention for all classrooms. The committee recommended Targeted Tier 1 training and time for collaboration for all teachers and Para-educators in order to align teaching to CCSS and NGSS in daily instruction and be able to have time to analyze student work and assessments to evaluate if there is a need to reteach using intervention strategies ensure that students of promise are successful. The academic and social-emotional support must be systemic to ensure success for all students.

**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 Francisco Bravo MMHS community intends to increase prevention measures and interventions for students earning a grade of a "D" or high "F" in order for students to be successful the first time taking a course.  
In addition to the after school tutoring program in English, Math and Science, Teacher-Tutor Hours will be used to allow Core Teachers to identify a group of students close to meeting grade-level standards in their own classes. The teacher will define a set number of hours, tasks and percent improvement a student must complete in order to meet grade level standards. The students will receive small group instruction, guidance, feedback and work closely with their teacher beyond the school day in order to complete the tasks successfully and receive the improved grade. By receiving personal guidance and extra time, students are provided the opportunity to improve assignments and assessments in order to meet standards and stay on track to graduate. Francisco Bravo Medical Magnet students are also offered enrichment and recovery opportunities on site through Adult School, Edgenuity Online Courses and Dual Enrollment with East Los Angeles College courses offered beyond the school day.

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

**State the School's Measurable Objective(s) for 2020-21 \*Required if this Goal is addressed.**

Francisco Bravo Medical Magnet High School 12th grade students will earn a 97% graduation rate a by June of 2021 as measured by My 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 : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher X-Time( Non-Tutor)-50 Core teachers will meet beyond the school day to develop support for target Subgroups are defined as English Learners, SWD, Socio-Economically Disadvantaged Students and lowest performing Racial group- Hispanic/ Latino.</p> <ul style="list-style-type: none"> <li>• 30 grade 10 and 11 teachers from ELA, Math, and Science and Social Studies departments will meet to discuss and review student work in order to align instruction to monitor implementation of Common Core State Standards for SBAC and the California Science Test (CAST) online assessment based on the California Next Generation Science Standards (NGSS)</li> <li>• 30 Teachers from English, Math, Science and Social Studies will meet after school to conduct data analysis to identify students not meeting grade level standards and in need of intervention. Intervention strategies will be developed in order to address the need and classroom instruction will be adjusted in order to deliver classroom intervention strategies to support students not meeting or at risk of not meeting grade level state standards. Teacher will analyze data to Identify and monitor instruction of students meeting grade level to move to the next proficiency band.</li> </ul> <p>* 50 Teachers from English , Math, Science and Social Studies will be released to develop integrated ELD in A-G requirements by providing a Language Objective for all lessons and using constructive conversation skills in all classes to support literacy at all levels but particularly for EL, Recently Reclassified and SWD students, where language acquisition is still bridging and interaction is key to accessing academic content language . Strategies will include :Smart Start Lesson,Language &amp; Content Objective Alignment, Constructive Conversations and Professional Development beyond the school day for 10 members The Social Studies Department and up to 40 members of the Core Departments to develop interdisciplinary curriculum ad projects for SWP students of Promise.</p>	<p>08/17/2020 06/30/2021</p>	<p>Teachers will use Academic Grades and review student work to determine effectiveness. Principal will provide feedback when meeting with PD committee to select PD Topics, review agendas, and collect attendance log. Principal or Assistant Principal will observe PD for efficacy.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Staff Conference Attendance-</p> <ul style="list-style-type: none"> <li>• 30 Teachers from English, Math, Social Studies, Science, ELD and SWD will attend specific conferences and institutes to develop instructional strategies that address the needs of students at risk of not meeting grade level standards . Conference Attendance/Travel - A-G Teachers, EL Teachers and SWD Teachers and staff will attend specific conferences , workshops and institutes that include: CATE(Feb. 21-23, 2021), CUE(March 2021),CSTA(September 20-22, 2020) , CMC(Nov. 2020) ,NSTA (September 2020), California Science Education Conference(Oct. 18-20, 2020) Linked Learning Conference (March 21-22, 2021), NCSS (Nov 22-24, 2020), CCSS (Feb 28, 2021 The Teaching Conferences, American History Association ( Oct 2020), CHSSP-California History and Social Science Framework Conference (Jan 2021)Teaching the HSS Framework Conferences, CHSSP-Facing History and Ourselves June 2021,Framework Programs and Conferences</li> <li>UCLA Center X: Reading Comprehension Strategies, UCLA Center X Writing Strategies,UCLA Center X Content Area Literacy Strategies, UCLA Center X: Problem Solving Strategies Math.</li> <li>Teachers will be informed of current instructional strategies to:</li> <li>• Address and improve English and Social Studies student achievement in State Standards such as: literacy, writing strategies, vocabulary development, improving classroom and teaching practices to meet the needs of at risk student, socially economically disadvantaged, English Learners (EL) students and students with disabilities.</li> <li>• Address Math and Science Standards such as: analysis, problem solving strategies, vocabulary development, improving classroom and teaching practices to meet the needs of at risk student, socially economically disadvantaged, English Learners (EL) students and students with disabilities.</li> </ul> <p>Teachers will Share information and experiences with department members during meetings.</p> <p>Commitment Item (520002)</p>	<p>07/01/2020 06/30/2021</p>	<p>Teachers will report to Instructional Leadership Team and Department members doing Dept Meetings. Academic Grades and review of student work to determine effectiveness. Principal will observe and provide feedback. PD committee to select PD Topics, review agendas, and collect attendance log. Teachers will share experiences with department members during meetings.</p>
<p>Staff Training Rate- One Teacher from English, Math, Science or Social Studies will attend non mandated training or Professional Development beyond regular assignment to develop strategies to provide intervention and support for students not meeting grade level standards and engage students in the classroom. Priority given to teachers that attend PD related to special populations of English Learners, Students with Disabilities , or Foster Youth.</p>	<p>07/01/2020 06/30/2021</p>	<p>Teachers will use Academic Grades and review student work to determine effectiveness. Principal will provide feedback when meeting with PD committee to select PD Topics, review agendas, and collect attendance log. Teachers will share experiences with department members during meetings. Principal must approve PD requests.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	20,000		100
CE-ESSA T1 Schools (7S046)		11316 - STAFF TRNG R 1 CERT	N/A	N/A	11316	1,000	0.00	100
CE-ESSA T1 Schools (7S046)		50080 - STAFF CONF ATTEND	N/A	N/A	50080	12,313	0.00	100

**Focus Area: Effective Classroom Instruction**

**Academic : 100% Graduation**

<b>Strategies</b>		
<b>Strategies, Actions and Tasks</b>	<b>Action Begin &amp; End Date Status</b>	<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</b>
CSR Teacher Science with benefited absences-Teacher for Class Size Reduction -Science certificated, register-carrying teacher with benefited absences to reduce class size in a school wide title one program. The teacher will work with 9th and 10th grade students in Biology and Chemistry and will individualize support for English Learners, students with Disabilities, low income students and students not meeting grade level standards	08/17/2020 06/30/2021	Improvement of progress in student achievement through academic grades and state tests. Will be monitored by Principal and Administrative team. Class observation
Teacher Release-Certificated Teachers in English, Math, Science , Social Studies, ELD and SWP Departments will be released during basic assignment for 2 days to attend training on differentiated instruction, support student access & success, student use of technology and data analysis.  Teachers will be released monthly by grade levels 9-12 or by departments during the school day to analyze District assessment data, plan instructions, monitor academic progress for all students not meeting or exceeding level assessment, participate in scoring of performance assessments, analyze student work and rubric. Develop consistent assessment across department or observe classrooms.English Teachers will examine student work and address the literacy needs of students at risk of not meeting state standards.Teachers will develop best practices, identify students that need intervention and plan differentiated instruction and other tier 1 academic interventions to support students. .Emphasis on socially economically disadvantaged, English Learners (EL) student and students with disabilities (SWD).  DBQ Project Professional Development during the School day -Professional Development during the school day for 10 members The Social Studies Department and up to 40 members of the Core Departments to develop interdisciplinary curriculum ad projects for SWP students of Promise.	08/17/2020 06/30/2021	Teachers will share experiences with department members during meetings.  Principal,AP, Dept. Chairs will observe and provide feedback for efficacy. Instructional Leadership Team will meet to discuss and include in professional development.

<p>SIM-Supplement Instructional Materials to support students in grade 9-12 in daily classroom activities of instruction</p> <ul style="list-style-type: none"> <li>• English, Math, Social Studies and Science Lab Supplies on the Approved Title One list from the LAUSD Stores Warehouse Catalog</li> <li>• Science Lab Supplies</li> <li>• English Novels provided in English Section</li> </ul> <p>English Teachers will use Supplemental Instructional Materials to support in Literacy standards and make access to content academic language. Class sets of novels will support instruction and make content for school wide pathways, Linked Learning and Sistema, relevant through literature.</p> <ul style="list-style-type: none"> <li>• The Island of Dr. Moreau; H.G. Wells</li> <li>• I, Robot; Issac Assimov</li> <li>• My stroke of Insight; Jill B. Taylor</li> <li>• The Tempest; Shakespeare</li> <li>• Norton Reader Anthology</li> <li>* Where'd you go Bernadette by Semple, Maria</li> <li>* What My Mother Doesn't Know, Sonya Sones</li> <li>* Facing the Lion by Joseph Lemasolai Lekuton</li> <li>* Destiny of the Republic by Candice Millard.</li> <li>* Bless Me, Ultima, Rudolfo Anaya</li> <li>* Choices Program, Brown University</li> </ul> <p>Social Studies- DBQ Project:</p> <ol style="list-style-type: none"> <li>1. Document Based Questions in World History, U.S. History, Government and Economics.( Binder)</li> <li>2. Mini Q'S in World History, U.S. History, Government and Economics V1</li> <li>3. Mini Q's in World History, U.S. History, Government and Economics V2</li> <li>4. Mini Q's in World History, U.S. History, Government and Economics V3</li> </ol> <p>Training for DBQ Project</p> <p>Class set of :World Maps</p> <p>Math-Scientific Calculators TI-84 and TI-30  TI- Emulator, TI-84 Charger  General Supplies and Technology-5/40 sets Chromebooks  Non Cap Equipment-5 carts will house 5 sets of Chromebooks. Chromebook Carts to be kept in 5 core classrooms: 1 Math(Rm 419), 2 Social Studies( Rm 118,119), and 2 Science Teachers( Room 416 and Room 203) . Cart will be shared with other core inter-departmental teachers.Math-Scientific Calculators TI-84 and TI-30  TI- Emulator, TI-84 Charger  Book Titles :  *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students 1st Edition  by Zaretta L. Hammond (Author)  *Culturally and Linguistically Responsive Teaching and Learning – Classroom Practices for Student Success, Grades K-12 (2nd Edition)  Strategies for Culturally and Linguistically Responsive Teaching and Learning (Professional Books) by Sharroky Hollie (2015-04-01) Hardcover – 1656  "The Distance Learning Playbook, Grades K-12", Teaching for Engagement and Impact in Any Setting by Douglas Fisher ,Nancy Frey ,John Hattie  First time purchase of Software licenses for Math and English: NoRedInk, STAR Reading Test, Accelerated Reader, Membean, Vocab.com and Tutor.com."KUTA" and :HOTMATH" Software", "Deltamath"</p>	<p>08/17/2020 06/30/2021</p>	<p>Principal will monitor Grades and Assessment data to ensure instructional Materials are effective.</p>
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Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Software Lic. Maint.-Online software to support students in grades 9-12 in learning in Social Studies, Math and English areas. Titles include: "History Alive" "Government Alive", "Econ Alive", ", "KUTA" and :HOTMATH" Software", "Deltamath".</p> <p>Students will have access to technology for Development of language arts, use of Literacy support software, such as, NewsELA, NoRedInk, STAR Reading Test, Membean, Vocabulary.com and Accelerated Reader to support instruction and allow students to have equal access to News article and expand academic vocabulary.. Mobile Lap tops-Chrome Books in carts and the English Computer lab will be maintained by the Microcomputer support Assistant.</p> <p>All software and technical support is provided to all students to develop literacy and technology skills as to be proficient in Reading, Writing, Speaking &amp; Listening and Research.</p>	<p>08/17/2020 06/30/2021</p>	<p>Department Chair and Principal will monitor Grades and Assessment data to ensure online software is effective.</p>
<p>Provide 24-Curricular Trips will be provided to support instructional support in Literacy and Numeracy of students grades 9-12 at risk of not meeting grade level CCSS standards in English, Math, Science and Social Studies. Curricular trips will extend the curriculum for at-risk students struggling to meet state standards of content areas beyond the classroom. Trips will be aligned to the CCSS standards and will allow for teachers to plan for interdisciplinary projects for all grade levels. The trips will be to the following destinations:</p> <p>4-Curricular trips to support students from Title One SWP. Students in grade 9-12 will compare and contrast the literature read in class with exhibits and workshops of the museum or library visited. After the field-trip, students will return to their classrooms to debrief, discuss and write about their experience and use it to develop a greater awareness of literature. LAUSD Buses will be purchased to museums, libraries, and college campuses to reinforce themes and concepts to meet CCSS in ELA presented in the ELA classroom</p> <p>(6 Trips from of any of the following)</p> <ul style="list-style-type: none"> <li>• The Gene Autry Museum</li> <li>• The Getty Museum</li> <li>• The Ronald Reagan Library</li> <li>• Museum of Tolerance</li> <li>• Japanese -American Museum</li> <li>• Mexican-American Museum</li> </ul> <p>*Los Angeles Superior Court</p> <p>*Provide field trips to approved colleges, universities and institutions to prepare all students for post-secondary Education-High School</p> <p>(6Trips from the following)</p> <p>University of California Los Angeles University of Southern California USC -Annenberg School of Journalism High School Day-Seminar California State University Los Angeles California State University Northridge East Los Angeles College Los Angeles City College Pasadena City College Scripps College</p> <p>Field trip will provide students grades 9-12 a reference and support the classical literature covered in class.Performances will support the understanding of classical and nonfiction literature addressed by the following CCSS :</p> <p>1.RI.9-10.10 Read and comprehend complex literary and and informational texts independently and proficiently</p>	<p>08/17/2020 06/18/2021</p>	<p>Curricular support will enhance achievement and students will be encouraged to pursue a post-secondary education</p> <p>Principal will determine if trip is supportive of instruction</p>

- 2. RL.11-12.10 Read and Comprehend literary nonfiction in grades 11 and 12.
- 3. RI.11-12.4 Determine the meaning of words and phrases as they are used in the texts. Includes determination of connotative and figurative meanings and analysis of how word choices shape meaning or tone.

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Science Field trips to support instruction for students grades 9-12 in meeting CCSS and New Generation Science Standards in Biology, Chemistry, Environmental Science, and Marine Biology  
 Students will attend the museum and compare and contrast the processes of analysis using hypothesis, collection of data and evaluation of data regarding the environment and Life Science, Physical Science or Marine Science. When students return from the field-trip to their classrooms, students will debrief, discuss and write about how the exhibit supports the lesson(s) and concepts from the New Generation Science Standards taught in class as well as develop a greater awareness of science.

Field trip will provide students with a performance to reference and support the New Generation CC Science State Standards covered in class. Performances will support the understanding of processes and concepts addressed by the following CCSS :

- 1. RST 9-10.6. Analyze the authors purpose in providing an explanation, describing procedure or discussion of experiment in a text, defining the question the author seeks to address,
- 2. RST.11-12.6 Analysis of an authors purpose in providing an explanation, describing procedure, or discussion of an experiment in a text, identifying important issues that remain unresolved.

6-Curricular trips to support students from Title One SWP. Students will be provided opportunities to develop experiences that build prior knowledge, background, and academic comprehension through school trips. Curricular trip will support instruction provided in Science classes. Students will document their learning through journal writing and later use their findings to compare and contrast evidence gathered for research based projects in meeting New Generation CCSS in Science.

(6 Trips from of any of the following)

- The Los Angeles Zoo
- The California Science Center
- Hyperion Water Treatment Plant
- \* Marine Mammal Care Center
- \* Cabrillo Marine Aquarium

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4-Curricular Field trips to support classroom instruction for students to meet the CCSS in Social studies. Curricular trips to support students from the Title One SWP ,at risk of not meeting grade level standards, will be provided opportunities to develop experiences that build prior knowledge, background, and academic comprehension through school trips. The students will plan, read, write, and converse about the trip. They will apply skills learned in ELA and Social Studies class to real life experiences. Students will document their learning through journal writing and later use their findings for research based projects in meeting ELA and Social Studies standards

- The Natural History Museum
- The La Brea Tar Pits
- Pt Fermin Educational Center

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Education Aide-III Assistant will Support Science Classroom instruction Laboratory activities for students grades 9-12 , 5 days a week , 3 hours a day. The Ed-Aide will provide services under the direct supervision of a state certificated classroom teacher. The Ed-Aide will assist with organizing instructional and lab materials and assists in reinforcement and support of instructional activities with students in Lab Science experiments and support individualized and small group instruction and intervention activities for students not meeting grade level standards in Science.	08/17/2020 06/18/2021	Class observation-Administrators will observe Ed-Aide in the classroom during the instructional day in order to measure effectiveness of the reinforcement and support. Student achievement data through academic grades and state tests will be monitored by Principal and Administrative team.
General Supplies and Technology-Purchase 5 sets of 40 per set to be housed in computer carts. Certificated Teachers in English, Math Science and Social Studies that teach grades 9-12 will target students of promise populations that include English Learners, Students with Special Needs, and students not meeting Grade Level standards . Students in Grades 9-12 will access support software that includes History Alive, Big Ideas, KutaMath and Deltamath software and Precis and perform research activities to develop basic skills to meet grade level standards. English Learners will integrate English Language Development in all core subjects through the use of technology to attain at minimum Basic English fluency. Teachers of English, Math, Science and Social studies will integrate technology as part of differentiated instruction and activities in order for students to engage and meet grade level standards, promotion standards and graduation requirements.	08/17/2020 06/18/2021 New	The Administrative team, Instructional Leadership Team, and Core Department members will monitor academic progress of students through systemic analysis of 10 and 20-week academic grades to measure efficacy . The Administrative team members will observe Core classrooms using Chromebooks to ensure student access and that the teachers are utilizing the Chromebooks to support student engagement and instruction and increase student achievement.
Non Cap Equipment-5 carts will house 5 sets of Chromebooks. Chromebook Carts to be kept in 5 core classrooms: 1 Math(Rm 419), 2 Social Studies(Rm 118,119), and 2 Science Teachers( Room 416 and Room 203) . Cart will be shared with other core inter-departmental teachers. Math-Scientific	08/17/2020 06/30/2021 New	Administrative team members will observe core classrooms using carts of Chromebooks to ensure students of promise have regular opportunities to show mastery of standards, concepts and processes.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	30463916	N/A	13579	116,174	1.00	100
CE-ESSA T1 Schools (7S046)		20382 - ED AIDE III C 1T/5 (3 Hrs / 5 Days)	30445175	N/A	20382	11,354	1.00	100
CE-ESSA T1 Schools (7S046)		10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	25,000		100
CE-ESSA T1 Schools (7S046)		40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	35,582	0.00	100
CE-ESSA T1 Schools (7S046)		50243 - SOFTWARE LICNS MAINT	N/A	N/A	50243	5,000	0.00	100
CE-ESSA T1 Schools (7S046)		50174 - CURRICULAR TRIPS	N/A	N/A	50174	9,999	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,444	0.00	100
CE-ESSA T1 Schools (7S046)	1000	40124 - NON-CAP EQUIP CLSRM	N/A	N/A	40124	10,000	0.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	40,000	0.00	100

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

Academic : 100% Graduation

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Secondary Counselor will reduce the counselor-student ratio and allow for more personalized support of students in grades 9-12.	08/01/2020 06/30/2021	Principal ,intervention team, Dept Chairs will monitor assessment data to measure graduation rate, grades. Principal and APSCS will observe counselor interaction with students for efficacy.
<p>Counselor X-Time: 5 Secondary Counselors will provide services and support to students grades 9-12 and parents beyond the regular assignment by:</p> <ul style="list-style-type: none"> <li>• Meeting with every student grades 9-12 to establish and monitor progress of Four-Year Student Educational Plan to ensure graduation requirements are met and identify missing credits and course requirements to address student need.</li> <li>• Counselors will meet with students after school for day for 5 days , 2 hours a day (3:04-5:04) for 1 week during the months of November 2019, February 2020 and March 2020.</li> <li>• Review student progress on graduation requirements with parents and students. (5 counselors will meet with Parents and Students 5 days(M-F) for 6 hours a day on 08/12/19-08/16/19 and 06/16/2020-06/22/2020)</li> <li>• Establish parent training to inform parents of A-G requirements, HS requirements, colleges, and financial aid. (After-School Workshops for parents will require 2 counselors and run 2 hours from 6-8pm , 2 Thursdays in the Fall on October 3, 2020 and November 7, 2019 and Saturday for 2 hours from 9-11am on February 29, 2020 and March 5, 2020 )</li> <li>• Conduct 6- week intervention classes in Basic skills and study skills each semester for students grades 9-12 not meeting grade level CCSS in Core classes and at risk of not graduating. ( Fall 2019:October 1, 2019-December 12, 2019 and Spring 2020: March 2, 2020- May 22 , 2020)</li> </ul>	07/01/2020 06/30/2021	Principal will use measurement data to determine needs assessment. Principal and APSCS will observe events to ensure efficacy of counselor interaction with students and parents .
Tutor Teacher X-Time-After School Tutoring Teachers will provide small group and individual Instruction to support students grades 9-12 not meeting State Common Core Standards in English, Math, Science, and Social Studies. Teachers will provide group and individual instruction to reinforce skills and content taught during the School day and address areas of need/concern identified by students and grade level teachers.Special instructional support in Reading and Writing specific to English Learners and Students with Disabilities not meeting or at risk of not meeting State Common Core Standards. After school tutoring program that meets twice weekly; Mondays and Wednesdays from 3:15pm-5:15pm and Saturdays 8:00 am-12pm. Sessions kept at a maximum of 25 students and will specific to course.	08/17/2020 06/30/2021	Principal will monitor data, tutoring attendance logs, student grades for progress in student achievement.Principal and APSCS will observe events to ensure efficacy of teacher interaction with students and parents .

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Clerical X-Time-Clerical staff will work performed beyond the regular full-time workday or week to support students and their families after-school and Saturdays by calling home for intervention services for students not meeting grade-level common core state standards, supporting the registration process, arranging parent conferences for high risk students not meeting grade-level standards, parent workshops, 9th grade orientation, 9th grade Spirit Day, Annual Parent Symposium, Enrollment in After School Tutoring, and outreach to families of target populations of English Learners, Students with Special Needs and Foster students regarding academic and emotional support available.	07/01/2020 06/30/2021	Principal and Assistant Principal will monitor grades student grades and student data to measure effectiveness.
Clerical Office Technician-Provide clerical services in connection with categorical programs  Helps to monitor students not meeting State Common Core Standards use of intervention services. Parents are contacted individually by Office Technician and Community Representatives to inform parents of support services available: After school tutoring, in house emotional and psychological support ; Study skills class "Personal Development and mentors. Student progress information is generated and sent by Office Tech to counseling staff, administrative staff and Student Support Progress Team. Clerical Office technician maintains rosters and attendance for after school tutoring and serves as the contact for attendance communication with parents.	07/01/2020 06/30/2021	Principal and SSPT intervention team will monitor assessment data and student academic dates. Office technician to be observed by principal or Assitant Principal for efficacy of services to parents and students and provision of intervention support to increase student engagement.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	30067109	N/A	26288	68,920	1.00	100
CE-ESSA T1 Schools (7S046)		14690 - COUNS X (NON-TUTOR)	N/A	N/A	14690	26,000		100
CE-ESSA T1 Schools (7S046)		10376 - TUTOR TCHR X TIME	N/A	N/A	10376	35,505	0.00	100
CE-ESSA T1 Schools (7S046)		21468 - CLERICAL X-TIME	N/A	N/A	21468	8,000	0.00	100
CE-ESSA T1 Schools (7S046)	3110	110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	30390660	N/A	110142	112,044	1.00	100

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

Academic : 100% Graduation

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Bravo Will engage Parents and students in with the following: (July 2020) Instructional Coaches and English Teachers in the Summer Bridge Program meet with the students and parents.(Recruitment for Bridge program-Orientation and Registration) . Interview parents of students of promise(socioeconomically disadvantaged students or students not meeting grade level standards) during registration. Students are invited to participate in the Bravo Bridge Program. Recruiting newly enrolled 9th graders to support their transition to academic life at Bravo.</p> <p>August 2020 Teachers, Counselors and Instructional coaches meet with students and parents during registration, orientation and Freshman Spirit Day. (Freshman Spirit Day 08/09/2019) Counselors meet with returning students from grades 10-12 to preview class schedule and update any completed course work and schedule changes 1 week prior to the start of school.</p> <p>(October 2020) Offer parent workshops that explain A-G requirements, State and LAUSD graduation requirements . Offer parent workshops to teach parents how to help their child deal with anxiety concerns. (November 2020) Offer Parent Support Group headed by the PSW</p> <p>(Feb 2021) Parent Symposium Offer workshops that guide parents to support student graduation, college readiness, social -emotional development and health and safety.</p> <p>(March 2021) Offer parent workshops on building healthy relationships with their children.</p>	<p>07/01/2020 06/30/2021</p>	<p>Principal, Assistant Principal will observe Instructional Coaches and English and Math Teachers in the Summer Bridge Program interact with the students and parents to ensure efficacy of program.</p>
<p>Provide opportunities for parenting expert to present to parents regarding the role of parents increasing student academic achievement. (8 week sessions Fall: 9/2/2020 -11/4/2020 and Spring: 1/13/2021-04/07/2021)</p> <p>CRECER 8 week sessions Parent workshops;  <ul style="list-style-type: none"> <li>• Improving Family Communication &amp; Relationships</li> <li>• Self-Esteem building for teens</li> <li>• Developing healthy relationships</li> <li>• Supporting your child emotionally and academically at home</li> <li>• Cyber bullying and Internet safety</li> </ul> </p>	<p>07/01/2020 06/30/2021</p>	<p>Principal will review Parent Surveys to monitor for quality assurance and efficacy.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	10,000	0.00	100

**Los Angeles Unified School District  
2020-2021 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 checked="" type="checkbox"/> | MyData                                      |
| <input type="checkbox"/>            | Student Grades                              |
| <input type="checkbox"/>            | IEP Goals Data                              |
| <input type="checkbox"/>            | DIBELS Math                                 |
| <input type="checkbox"/>            | DIBELS                                      |
| <input type="checkbox"/>            | School Accountability Report Card (SARC)    |
| <input type="checkbox"/>            | CA Dashboard                                |
| <input checked="" type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/>            | Interim Comprehensive Assessment (ICA)      |
| <input type="checkbox"/>            | Interim Assessment Blocks (IAB)             |
| <input type="checkbox"/>            | School Experience Survey                    |
| <input type="checkbox"/>            | Publisher's Assessments                     |
| <input type="checkbox"/>            | Reading Inventory (RI)                      |
| <input type="checkbox"/>            | N/A   |

**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**

In 2019-2020 the Test Operations Management System, TOMS, reflects that 11th grade students that took the SBAC Interim Assessment for English Language Arts reflect Students Near or Above Standards for the following claims with the following results: Reading Informational Texts(IAB)=91%, Research (IAB)=88%, Language and Vocabulary Use(IAB)=84%, Research: Analyze Information (IAB)=84%, Research: Interpret and Integrate (IAB)=83%, Revision (IAB)= 79% and Editing(IAB)=75% . The areas of greatest need with students scoring below standard are: Editing (IAB)=25% and Revision (IAB)=19%. English Teachers will focus on Editing and Revision during classroom instruction and other activities to support instruction in order to meet our schools measurable objective. There are no 2019-2020 annual SBAC results due to the suspension of the test due to COVID-19 school closures. The most current data available for the annual SBAC 2018-19 for English Language Arts reflects a 90% pass rate for 11th grade students. The California Dashboard is set at the blue indicator band which is the highest performance band. The student overall performance in English Language Arts increased by 26.8 points and is 102.6 points above standard.

Midyear, the Instructional Leadership Team , the English Department, and School Site Council will review and monitor data from the ELA interim assessments results, English department writing assessments and academic grades in English to assess whether our students are on track to meet this year's Measurable Objective. In addition, grade monitoring from the 10 week student progress reports from first semester and second semester will be monitored by the School Site Council, academic counselors and Student Support Progress team to determine if students are making progress towards meeting the School's Measurable Objective in English Language Arts.

Historically per MyData, the results for 2018-19 the SBAC English Language Arts for 11th grade students indicate a pass rate of 90%, for 2017-18, 11th grade students indicate a pass rate of 90%, and in 2017-18, 11th grade students indicate a pass rate of 82%. The measurable objective for 2018-19 of 11th grade students attaining a 90% rate of meeting or exceeding standards was met.

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

Students continue to require guided practice in reading and citing textual evidence to support claims. Reading comprehension to be supported and elevated at all grade levels. Literary discussions in small and whole group must be practiced using a rich variety of novels/literature in the classroom. Teachers have requested professional development on classroom strategies to support Classroom instruction in this area. Teacher also require time to collaborate and review student work to identify areas of needs and plan intervention strategies to support student to meet grade level standards.

**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**

Strategies that have been effective in attaining the 90% rate of meeting or Exceeding Grade level Standards can be attributed to:

1. The English Department developing a Bravo IA for each grade level.
2. The English Department Meeting regularly to analyze student work and identify trends in order to address the results/needs found in the IA's.
3. English Teachers meet a minimum of 3 times a semester to lesson plan in order to plan and develop intervention plans and incorporate intervention strategies department wide.
4. SBAC informational Campaign led by English Teachers to prepare for the SBAC Summative Assessment and inform students of the importance of doing well for college.
5. English Teachers have broadened writing to include a variety of genres of essays practiced in classes across all grades

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

N/A

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



**State the School's Measurable Objective(s) for 2020-21 \*Required if this Goal is addressed.**

Francisco Bravo Medical Magnet High School 11th grade Students will maintain the 90% rate of meeting or exceeding grade level standards for ELA on the SBAC by June of 2021 as measured by MyData.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher Release-Certificated Teachers will be released during basic assignment to examine student work and address the literacy needs of students at risk of not meeting state standards. Teachers will develop academic interventions to support students</p> <p>Teachers will meet together by grade levels or departments to analyze District or State assessment data, plan instruction, monitor academic progress for all students not meeting proficient or advanced level assessment, participate scoring of performance assessments, analyze student work and rubric or classroom observations. Develop consistent assessment across department..Emphasis on socially economically disadvantaged, English Learners (EL) student and students with disabilities (SWD). Teachers of English Learners will develop lessons support for EL Students using the ELD standards in tandem with CCSS that will include the ELA Shifts with in the CCSS</p> <p>Funding listed as part of the Graduation Domain.</p>	<p>08/18/2020 06/30/2021</p>	<p>Teachers will share experiences with department members during meetings. Principal, AP, Dept. Chairs will observe and provide feedback for efficacy. Instructional Leadership Team will meet to discuss and include in professional development.</p>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>English Teacher for Class Size Reduction with 4 benefited absences -Certificated and register carrying ELA Teacher to reduce class size in English classes grades 9-10 and will provide direct services for 100% of the six-hour day. Teacher will work with 9th and 10th grade students and will individualize support for English Learners, students with Disabilities, low income students and students not meeting grade level standards.</p> <p>Teachers will strengthen instruction with tier 1 intervention to target acquisition of skills necessary to meet proficiency in A-G requirements to those students not meeting proficiency in state standards.</p>	<p>08/17/2020 06/30/2021</p>	<p>Improvement of progress in student achievement through academic grades and state tests. Will be monitored by Principal and Administrative team. Class observation and peer observation</p>
<p>SIM-English Teachers will use Supplemental Instructional Materials to support in Literacy standards and make access to content academic language. Class sets of novels will support instruction and make content for school wide pathways, Linked Learning and Sistema, relevant trough literature.</p> <p>* 1. Go Tell it on a Mountain, Notes of a Native Son, the Fire Next Time by James Baldwin 2. Tuesday's with Morrie, Mitch Albom 3. Isaac's Storm, Erok Larson</p>	<p>08/17/2020 06/30/2021</p>	<p>Principal will monitor progress of student receiving instructional materials Principal will use student monitoring assessment data and Academic English Grades</p>

4. The Help, Kathryn Stockett
5. The Legend of Sleepy Hollow and Other Stories, Washington Irving
6. All the Light We Cannot See, Anthony Doer
7. Wuthering Heights, Emily Bronte
8. The Island of Dr. Moreau, H.G. Wells
9. Does My Head look Big in This, Randa Addel-Fattah's
10. Promises to Keep: Jackie Robinson Changes America, Sharon Robinson
11. Rosa Parks: My Story, Rosa Parks
12. The Complete Poems of Emily Dickenson, Thomas Johnson
13. The Things They Carried, Tim O'Brien
14. Women Hollering Creek, Sandra Cisneros
15. House on Mango Street, Sandra Cisneros
16. Caramelo, Sandra Cisneros
17. Loose Women, Sandra Cisneros
18. A House of My Own, Sandra Cisneros
19. My Wicked, Wicked Ways, Sandra Cisneros
20. Drown, Junot Diaz
21. Gary Soto: New and Selected Poems
22. The Killer Angels, Michael Shaara
23. The Color Purple, Alice Walker
24. Monsters, L. Andrew Cooper
25. In the Time Of the Butterflies, Julia Alvarez
26. Seedfolks, Paul Fleishman
27. An Island Like You, Judith Ortiz Cofer
28. Beloved, Toni Morrison
29. Their Eyes Were Watching God, Zora Neale Hurston
30. The Secret Like of Bees, Sue Monk Kidd
31. The Pact, Davis, Jenkins and Hunt
32. The Lovely Bones, Alice Sebold
33. The Lightning Thief, Rick Riordan
34. A Lesson Before Dying, Earnest J. Gaines
35. Freak the Mighty, Rodman Philbrick
36. Flowers for Algernon, Daniel Keyes
37. Four Seasons , James Thomson
38. The Call of the Wild, Jack London
39. The Alchemist, Paulo Coelho
40. "House on Mango Street", Sandra Cisneros
41. I am Malala,
42. Reign of Gold,
43. Bless Me Ultima,Rudolfo Anaya
44. Wonder, R. J. Palacio...
45. . Bless Me Ultima, Rudolfo Anaya
46. The Four Agreements, Don Miguel Ruiz
47. The Art of the Personal Essay, Philip Lopate
48. What My Mother Doesn't Know, Sonya Sones
49. Montana1948 by Larry Watson
50. I, Robot; Issac Assimov
51. Norton Reader
52. My stroke of Insight; Jill B. Taylor
53. Macbeth, King Lear, Hamlet,The Tempest; Shakespeare
54. Complications: A Surgeons Notes on an Imperfect Science, Atule Gawande
55. Invisible Man, H.G. Wells
56. Pablo Neruda, Selected Poems-Bilingual(English -Spanish Version)
57. A Raisin in the Sun

<p>58.Things Fall Apart                      59.As I Lay Dying                      60.The Things They Carried,                      61. The Stranger                      62. Metamorphosis                      63.On the Road                      64.The Great Gatsby                      65. THE CATCHER IN THE RYE                      66.THE CRUCIBLE                      67.ANGELA'S ASHES                      68.BLESS THE BEASTS AND CHILDREN                      69.BOY'S LIFE                      70.Kindred                      71. Heart of Darkness                      72.Siddhartha                      73.Crime and Punishment                      74.Frankenstein                      75.Brave New World                      76. 1984                      77. Perks of being a wallflower                      78. I Love Yous are for White People                      79. Parable of the Sower                      80. A Piece of Cake                      81. I Am Not Your Perfect Mexican Daughter                      82.Lord of the Flies                      83.Dr. Jekyll and Mr. Hyde                      84.The Absolutely True Diary of a Part-Time Indian                      85.The Crucible                      86.Dear Martin                      87. Harbor Me , Brown Girl Dreaming, by Jacqueline Woodson                      88. Culturally Responsive Teaching and the Brain by Zaretta Hammond</p> <p>Books to support instruction/intervention strategies:                      1. Teach Like a Champion, Doug Lemov</p>		
<p>IT Support Tech for the Title I program will perform a variety of routine information system duties associated with the installation of computers, updating and checking hardware, systems software, and computer programs that support the program. This position is integral to the instructional program by ensuring technology is available for students to benefit from supplemental literacy and math programs.</p>	<p>07/01/2020 06/30/2021</p>	<p>Principal will monitor progress of student receiving instructional technical support. Principal will use student monitoring assessment data and Academic English and Math Grades</p>
<p>Two Teacher Assistants-Teacher Assistant will provide services under the direct supervision of a state certificated classroom teacher to support classroom instruction and provide support to students grades 9-12 not meeting English State CCSS. Special populations of English Learners and Students with Special needs are targeted for support. Support will include: One -One or small group instruction to reinforce class content when the student is not receiving instruction and assistance with organizing instructional materials.</p> <p>Continuing Strategy</p>	<p>08/17/2020 06/30/2021 New</p>	<p>Principal will delegate class assignments and monitor student progress by use of state test and academic grades. Supervising Administrator will observe Teacher Assistants in the classroom to ensure that the Teacher Assistant is effective at reinforcing classroom content and instructing students.</p>

**Budget**

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30463917	N/A	13641	116,174	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30039516	N/A	107762	9,684	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30039242	N/A	107762	9,684	1.00	100
CE-ESSA T1 Schools (7S046)	2100	25691 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	30408192	N/A	25691	38,711	1.00	50
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,444	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher Assistant Relief-Teacher Assistant will provide services beyond assignment under the direct supervision of a state certificated classroom teacher to support classroom instruction and provide support to students grades 9-12 not meeting English State CCSS. Special populations of English Learners and Students with Special needs are targeted for support. Support will include: One -One or small group instruction to reinforce class content when the student is not receiving instruction and assistance with organizing instructional materials.	08/17/2020 06/30/2021	Principal will delegate class assignments and monitor student progress by use of state test and academic grades. Supervising Administrator will observe Teacher Assistants in the classroom to ensure that the Teacher Assistant is effective at reinforcing classroom content and instructing students.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent Book Club- Parents meet with Parent Center Staff and the principal to read and discuss literary Novels that their student will encounter in their high school English classes or that will help them support their child both academically and emotionally. Members will meet on a monthly basis to discuss and interpret reading.( Bi-Monthly Meetings:September 2020-May 2021)  Already Funded in SIM 7S046-Graduation domain  Parents will be able to support student in interpretation of English Novels and support instruction at home. Titles:	07/01/2020 06/30/2021	Principal will monitor and mentor literary club and work in tandem with the English teachers to obtain list of novels that will be read and timeline in order to support student instruction.

1. Go Tell it on a Mountain, James Baldwin
2. Tuesday's with Morrie, Mitch Albom
3. Isaac's Storm, Erok Larson
4. The Help, Kathryn Stockett
5. The Legend of Sleepy Hollow and Other Stories, Washington Irving
6. All the Light We Cannot See, Anthony Doer
7. Wuthering Heights, Emily Bronte
8. The Island of Dr. Moreau, H.G. Wells
9. Does My Head look Big in This, Randa Addel-Fattah's
10. Promises to Keep: Jackie Robinson Changes America, Sharon Robinson
11. Rosa Parks: My Story, Rosa Parks
12. The Complete Poems of Emily Dickenson, Thomas Johnson
13. The Things They Carried, Tim O'Brien
14. Women Hollering Creek, Sandra Cisneros
15. House on Mango Street, Sandra Cisneros
16. Caramelo, Sandra Cisneros
17. Loose Women, Sandra Cisneros
18. A House of My Own, Sandra Cisneros
19. My Wicked, Wicked Ways, Sandra Cisneros
20. Drown, Junot Diaz
21. Gary Soto: New and Selected Poems
22. The Killer Angels, Michael Shaara
23. The Color Purple, Alice Walker
24. Monsters, L. Andrew Cooper
25. In the Time Of the Butterflies, Julia Alvarez
26. Seedfolks, Paul Fleishman
27. An Island Like You, Judith Ortiz Cofer
28. Beloved, Toni Morrison
29. Their Eyes Were Watching God, Zora Neale Hurston
30. The Secret Like of Bees, Sue Monk Kidd
31. The Pact, Davis, Jenkins and Hunt
32. The Lovely Bones, Alice Sebold
33. The Lightning Thief, Rick Riordan
34. A Lesson Before Dying, Earnest J. Gaines
35. Freak the Mighty, Rodman Philbrick
36. Flowers for Algernon, Daniel Keyes
37. Four Seasons , James Thomson
38. The Call of the Wild, Jack London
39. The Alchemist, Paulo Coelho
40. "House on Mango Street", Sandra Cisneros
41. I am Malala,
42. Reign of Gold,
43. Growth Mindset , Dweck
44. Wonder, R. J. Palacio
45. Bless Me Ultima, Rudolfo Anaya
46. Invisible Man \* Pablo Neruda, Selected Poems-Bilingual(English -Spanish Version)
47. The Four Agreements, Don Miguel Ruiz
48. The Tempest; Shakespeare
- 49.. Complications: A Surgeons Notes on an Imperfect Science, Atule Gawande
50. Invisible Man, H.G. Wells
- 51.. Pablo Neruda, Selected Poems-Bilingual(English -Spanish Version)

Workshop: Literacy to gain proficiency and be College bound (October 2020)

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  
2020-2021 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 type="checkbox"/>            | Student Grades                              |
| <input type="checkbox"/>            | IEP Goals Data                              |
| <input type="checkbox"/>            | DIBELS Math                                 |
| <input type="checkbox"/>            | DIBELS                                      |
| <input type="checkbox"/>            | School Accountability Report Card (SARC)    |
| <input checked="" type="checkbox"/> | CA Dashboard                                |
| <input checked="" type="checkbox"/> | Smarter Balanced Assessment Criteria (SBAC) |
| <input type="checkbox"/>            | Interim Comprehensive Assessment (ICA)      |
| <input type="checkbox"/>            | Interim Assessment Blocks (IAB)             |
| <input type="checkbox"/>            | School Experience Survey                    |
| <input type="checkbox"/>            | Publisher's Assessments                     |
| <input type="checkbox"/>            | Reading Inventory (RI)                      |
| <input type="checkbox"/>            | N/A   |



**1. List key findings related to 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**

In 2019-2020 the Test Operations Management System, TOMS, reflects that 11th grade students that took the SBAC Mathematics-High School Math Interim Assessments achieved Near Standard or Above Standard for the following claims: Solve Equations and Inequalities: Quadratics(IAB)=97%, Geometry Congruence (IAB) =94%, Seeing Structure in Expressions/Polynomials(IAB)=85%, Geometry Measurement and Modeling(IAB)=84%, Geometry and Right Triangle Trigonometry (IAB) =70%, and Algebra and Functions I(IAB)= 44%. The areas of greatest need with students scoring Below Standard are: Algebra and Functions (IAB)=54% and Geometry and Right Triangle Trigonometry(IAB)=29%. Math Teachers will focus on Algebra and Functions and Geometry and Right Triangle Trigonometry during classroom instruction and other activities to support instruction in order to meet our schools measurable objective. There are no 2019-2020 annual Math SBAC results due to the suspension of the test due to COVID-19 school closures. The most current data available for the annual SBAC 2018-19 for Summative Mathematics per MyData, reflects a 60% pass rate for 11th grade students for SBAC in Mathematics. The California Dashboard is set at the blue indicator band, which is the highest performance band. The student overall performance in Math increased by 24 points and is 28.1 points above standard.

Midyear, the Instructional Leadership Team , the Math Department, and School Site Council will review and monitor data from the Math interim assessments results, Math department assessments and academic grades in Math to assess whether our students are on track to meet this year's Measurable Objective. In addition, grade monitoring from the 10 week student progress reports from first semester and second semester will be monitored by the School Site Council, academic counselors and Student Support Progress team to determine if students are making progress towards meeting the School's Measurable Objective in Mathematics.

Historically per MyData, the results for 2017-18 the SBAC Summative Mathematics for 11th grade students indicate a pass rate of 52%, for 2016-17, 11th grade students indicate a pass rate of 49%, and in 2015-16, 11th grade students indicate a pass rate of 62%. The measurable objective for 2018-19 of 11th grade students attaining a 50% rate of meeting or exceeding standards was met and exceeded by 10 %.

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

The claims with the lowest performance levels were Problem Solving and Communicating Reasoning.

Classroom instructional tasks must include opportunities to explain reasoning and justify solution in order to facilitate problem solving development. Communication and collaboration about the process of problem solving must be done in writing and orally both individually, small group and whole group.

Although Math teachers have met to analyze student work and lesson plan to support learner needs twice a semester, it is not enough. Teachers need to increase meeting and analyzing student work at least 3 times a semester in order to more effectively develop department wide activities/lessons to address learner needs and improve student performance in these domains.

SBAC Mathematics Summative Informational Campaign should be led by Mathematics Teachers to inform students and parents of the importance of doing well for college as well as prepare students for college readiness.

**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**

Strategies that have been effective in attaining the 60% rate of meeting or Exceeding Grade Level Standards can be attributed to:

1. Math Teachers met a minimum of 2 times a semester to lesson plan in order to plan and develop intervention plans and incorporate intervention strategies department wide.
2. Teachers will provide models for the students to use as anchors models then gradually release.
3. The students were tested at the end of the testing window in May rather than March allowed students to complete most of the course and teachers more time to collaborate and use reteaching strategies.

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

N/A

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

State the School's Measurable Objective(s) for 2020-21 **\*Required if this Goal is addressed.**

Francisco Bravo Medical Magnet High School 11th Grade students will increase the pass rate of meeting and exceeding the Math standards on the SBAC Summative Mathematics Assessment by 3% from 60% to 63% as reflected on MyData .

\*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> Lesson Planning, Data Analysis, and Professional Development		<i>Academic : Mathematics</i>						
<b>Strategies</b>								
<b>Strategies, Actions and Tasks</b>					<b>Action Begin &amp; End Date Status</b>	<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</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				

<b>Focus Area:</b> Effective Classroom Instruction		<i>Academic : Mathematics</i>						
<b>Strategies</b>								
<b>Strategies, Actions and Tasks</b>					<b>Action Begin &amp; End Date Status</b>	<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</b>		
<p>CSR Teacher-Math Class Size Reduction Teacher with 4 days benefited absences will work with 9th and 10th grade students in Algebra I and Geometry. This will individualize support for English Learners students, Students with Disabilities, low income students and students not meeting grade level standards.CSR teacher will provide direct services for 100 percent of the six-hour work day.</p> <p>Teachers of English Learners will deliver lessons support for EL Students using the ELD standards in tandem with CCSS that will include the Math Shifts with the focus on rigor in the CCSS.</p>					07/01/2020 06/30/2021	Improvement of progress in student achievement through academic grades and state tests. Will be monitored by Principal and Administrative team through class observation and peer observation.		
<p>Two Teacher Assistants-Teacher Assistant will provide services under the direct supervision of a state certificated classroom Math teacher to support classroom instruction and provide support to students grades 9 -12 not meeting Math CCSS. Special populations of English Learners and Students with Special Needs are targeted for support in order to bring students to grade level standards in Algebra I and Geometry. Support will include: One -One or small group instruction to reinforce class content when the student is not receiving instruction and assistance with organizing instructional materials. 08/17/2020</p> <p>06/30/2021 Continuing Strategy Principal will delegate class assignments and monitor progress by use of state test and academic grades. Will be monitored by Principal and Administrative team through classroom observation.</p>					07/01/2020 06/30/2021 New	Principal will delegate class assignments and monitor progress by use of state test and academic grades. Will be monitored by Principal and Administrative team through classroom observation.		
<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>
CE-ESSA T1 Schools (7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30463918	N/A	13644	116,174	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30341350	N/A	107762	9,684	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30452703	N/A	107762	9,684	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,444		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher Assistant Relief-Funds for Hours worked beyond the school day during the After School Tutoring Program Mondays and Wednesdays 3:15pm -5:15 pm</p> <p>-Teacher Assistant will work under direct supervision of a state certificated classroom Math Teacher during the after-school tutoring program for 4 hours a week for 10 weeks per semester to support classroom instruction and provide support to students grades 9-12 not meeting CCSS. This tier 2 and tier 3 intervention is part of the Basic Skills Class/Lab to bring students at risk of not graduating, that are behind 3 classes, closer to meeting graduation requirements. This small learning environment will allow the Teacher Assistant to address student needs identified by the teacher/ counselors and build foundational knowledge in math so that student will meet the Grade level standards and pass the Math class they are enrolled in. Students will be identified by the A-G Diploma Counselor and Academic Counselors. Targeted emphasis to English Learner students and students with Special Needs in order to bring students to grade level standards in Algebra I and Geometry.</p> <p>Support will include: One -One or small group instruction to reinforce class content when the student is not receiving instruction and assistance with organizing instructional materials.</p>	<p>08/17/2020 06/30/2021</p>	<p>Principal will delegate After School Tutoring assignments and monitor progress by use of state test and academic grades. Will be monitored by Principal and Administrative team through After school tutoring class observation.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		10701 - TCHR AST RELIEF	N/A	N/A	10701	1,999		100

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

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Certificated Math Teachers and instructional Coaches will interview and inform students and parents during registration as to recruit Students of Promise to participate in the school's Linked Learning Summer Bridge Program and the Escalante Math Program/Courses.</p> <p>Participation in these programs will support their transition to academic life in high school.</p> <p>Teacher X-Time Non-Tutor already funded in the Graduation Section will be used to allow certificated of the Bridge program teachers to plan, collaborate and teach outside their assignment.</p> <p>Counselor X-Time funded in Graduation section will be used to allow certificated academic counselor will to work with the teachers in planning and monitor and guide students and their parents during the summer bridge program and the fall semester to ensure students are meeting grade-level standards.</p> <p>Workshops:                      1. Supporting Math Concepts to become College Bound (October 2020)                      2. SBAC Exam and performance Data in Math and English( November 2020 and April 2021)</p>	<p>07/01/2020 06/30/2021</p>	<p>Teachers, Instructional Coaches and Counselor will be monitored by Principal and Administrative team through class observation and peer observation.</p>

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

Los Angeles Unified School District  
2020-2021 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 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**

By June 2021, Francisco Bravo MMHS English Learners students will achieve a 30% reclassification in English fluency. In addition, our English Learners students will achieve a 30% pass rate on the Reading Inventory Reading Test and a 30% Well Developed score in the annual ELPAC Summative Exam .

According to the CA Dashboard , MyData, and CALPADS, Francisco Bravo Medical Magnet High School has met or exceeded district reclassification rates. as follows:  
 2018-19 School year had a reclassification rate of 79.3%,  
 2017-18,School year had a reclassification rate of 48.4%  
 2016-17 School year had a reclassification rate of 47.1%.  
 Reclassification rates are measured from October of one academic year to October of the next academic year.

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

The process of obtaining students transcripts from students coming from charter schools and Schools outside of LAUSD can be very challenging. Access to CALPADS has improved this situation tremendously however the process can be very time-consuming to get up to date information for a student. Therefore more staff is needed to obtain original ELPAC or CELDT Test results and language classification.  
 We are working to incorporate and train more staff to request and obtain original paperwork requested by the district

**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**

Communication with English Learners and their Families has been KEY. The process of reclassification is individualized much like the IEP process.  
 Regular Meetings: Students and their families are met with before and during the school year regularly. The initial meeting is held to inform and discuss student reclassification data with EL students alongside their families.  
 The reclassification criteria are defined alongside the benchmarks met then tasks that need to be completed are identified. All goals are identified and testing windows as well as Intervention supports are defined.  
 Reading Intervention and Support and Tutoring: ELD and ELA faculty members support in offering 8-10 Saturday sessions of Reading Intervention Strategies to support student literacy goals and meet benchmarks. Services are made available during the school week 6-8 times a year for those students that cannot make Saturdays.  
 SSPT Monitoring and Reclassification: Counselors ensure proper program placement and help to identify tier 2-3 intervention as part of Bi-monthly discussion of SSPT were EL students are targeted.  
 Counselors and Resource (SPED) Teachers of English Learners as provided PD on the Reclassification process of SPED English Learners using the IEP process.  
 Parent Center Staff: PC Staff support in outreach to families of English Learners for informational and recognition events as well as Parent Portal support parents in monitoring their child.

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

N/A

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

**State the School's Measurable Objective(s) for 2020-21 \*Required**

By June 2021, Francisco Bravo MMHS English Learners students will achieve a 30% reclassification in English fluency. In addition, our English Learners students will achieve a 30% pass rate on the Reading Inventory Reading Test and a 30% Well Developed score in the annual ELPAC Summative Exam .

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

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teacher Release-Already funded as part of Graduation domain and will be used to support English Learner instruction. ELD and ELA teachers will meet to analyze E L data and review E L student work in order to identify trends to develop instructional strategies and adjust classrooms lessons for students to meet ELD State Standards and make progress in English fluency in the four domains. ELD and ELA Teachers will focus on supporting designated and integrated instruction for EL students not meeting Basic English proficiency and ELD standards. Classroom strategies and interventions will be developed to target English Learner Students not meeting reclassification bench marks; so that students will make progress in proficiency band on the ELPAC - State Assessment. Teachers will describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). Already Budgeted in English Language Arts Domain	07/01/2020 06/30/2021	Teachers will use academic grades and review student work to determine effectiveness. Principal and administrative team members will observe and provide feedback during Teacher Release meetings and in the ELA and ELD classroom instruction. Administrators will review agendas and collect attendance log for Teacher Release.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Supplement instructional materials for English Learners are included as part of the Graduation Domain to support literacy standards. SIM will support ELD instruction for English Learners so that they may have access to content academic language and support classroom instruction to bridge students in the development of language proficiency and make progress in reclassification benchmarks in ELPAC, Reading Inventory, and ELD and ELA reporting grades.	07/01/2020 06/30/2021	Principal and Assistant Principal-EL Designee will monitor classroom instruction, academic grades and assessment data to ensure Supplemental Instructional Materials are effective.

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

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

Strategies



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Tutor Teacher X-Time already funded as part of the Graduation domain.ELD teachers will provide EL students after school tutoring to support ELD standards. EL Teachers will target identified areas based on ELPAC results to EL Students not meeting proficiency levels in ELD.	08/18/2020 06/30/2021	Administrative team will observe tutoring sessions and monitor student attendance and achievement data of students in the intervention program. .

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

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

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>English Learner Designee will Meet with EL parents at 3 Master Plan Options Meetings: One in the Fall and 2 in the Spring.</p> <ol style="list-style-type: none"> <li>1. Opening of school year-August 2020 Meeting</li> <li>2. Returning from Winter break- February 2021 Meeting</li> <li>3. After 10 week grades- April 2021 Meeting</li> </ol> <p>Meet with parents of LTEL students to discuss progress in reclassification criteria, graduation and and A-G content with parents. 2 meeting one in the fall and one in the spring.</p> <p>Freshman Spirit Day (Includes New Enrollees 10th-12th grade)-EL Designee will meet with parents of English Learners to introduce: (08/16/2020)</p> <ol style="list-style-type: none"> <li>1.Options of instruction available at Bravo</li> <li>2.Review Reclassification Criteria and progress made by English Learner student thus far at previous learning institution.</li> <li>3. Intervention opportunities afforded to English Learner students(Saturday Reading Intervention Strategies workshop 8am-12pm November 2020 and February 2021)</li> <li>4. Introduce the Parent Center staff and duties to support parental engagement and involvement in activities to support student academic success at all Council meetings and Reclassification Recognition meetings.( Monthly Aug 2020-May 2021)</li> </ol> <p>Engagement Activities include:Parent Bimonthly Book Club, EL Designee will uses ELAC Council as a vehicle to meet with ELAC council parents, English Learner parents, parent of students Recently Reclassified and community members to inform as to mandated topics. Inform parents about testing and academic and reclassification needs of English Learner Students as well as to support opportunities such as tutoring, and parent workshops for Parents of English Learners.</p> <p>Parent Resource Assistant and Community Representative already funded in the Culture and Climate Domain will provide engagement strategies to parents of English Learners so that they may support their child's academic success.Strategies will engage and guide EL parents on how to support their child to meet reclassification. Parent Center staff will also guide parents as to the various resources available to support academic and social-emotional needs for parents of ELs.</p> <p>Workshop: English Learners and supporting Literacy to gain proficiency (October 2020)</p>	<p>07/01/2020 06/30/2021</p>	<p>Principal and administrative team attend book Club and will observe and monitor parent events and attendance for efficacy.</p>

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

**Los Angeles Unified School District  
2020-2021 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 checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

**1. List key findings related to 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**

The 2018-2019 School Experience Survey had four categories of stakeholders rather than three. Response rate are as follows: Students=81%, Parents= 58%, Staff= 91%, and Teachers= 99%.

Per the School Experience Survey:

1. Only 58% of the students feel there are a part of their school.
2. Only 10% of the teachers meet to examine student performance data.
3. Only 40% of the students have at least one parent registered in the Parent Portal.

In 2017-18 the school experience survey only had three 3 categories of stakeholders. The goal was to increase stakeholder participation rates in the in the following:  
 Increase Parent Participation by 3% to 60%  
 Increase Student participation by 3% to 76%  
 Increase Staff participation by 1% to 92%

The Bravo Community conducted a self study as part of the WASC accreditation process and the School Experience Survey was part of the data reviewed. Social Emotional Learning was identified as a Critical Learner Need by the BRAVO community. The statements with the lowest scores in the social emotional or school climate sections of the School Experience Survey are addressed in the measurable objectives.

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

Student Engagement in social issues and social activities has declined. There is a clear need for teachers to collaborate about students' performance data and work collectively to discuss how to nurture growth in the social emotional domain and not solely academic domains. Teachers need time to get know their students and how they learn. Then teachers will be better equipped to develop lessons and activities for students to engage in. The school community must work together to develop activities for our students to foster growth in Social Emotional learning during the school day, in the classroom, during breaks and beyond the school day in order for our students to engage in.

Per the School Experience Survey:

1. Only 58% of the students feel there are a part of their school.
2. Only 10% of the teachers meet to examine student performance data.
3. Only 40% of the students have at least one parent registered in the Parent Portal.

**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**

The Student response rate of 81% showed the highest growth and the parent response rate increased by 1%. The staff category was split into two categories: Staff and Teachers with response rates of 91% and 99% respectively. A campaign to register parents for the parent portal brought more parent engagement and schoology gives students more information as to academic grades. Teachers use Schoology to maintain grades up to date, however it can be challenging for teachers to regularly update grades. Providing feedback for families about students helps parents to be better involved in the growth and development of their child. Homework is also a concern, teacher collaboration is needed regarding homework tasks and projects. There is a need to make assignments more interdisciplinary so that the child can manage better self-care.

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

N/A

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

**State the School's Measurable Objective(s) for 2020-21 \*Required**

Student Measurable Objective:

By June 2021, students who feel a part of their school will increase 3% from 58 % to 61% as measured by the School Experience Survey.

Parent Measurable Objective:

By June of 2021, parents who feel they regularly communicate with their child's teacher(s) and/or other school personnel will increase by 3% from 55% to 58% as measured by the School Experience Survey.

Teacher Measurable Objective

By June of 2021, and each academic year after, teachers who meet to examine student performance data will increase by 10% from 12% current level to 22%

Staff Measurable Objective:

By June of 2021 and each academic year after, staff that have close professional relationships with one another will increase by 10%, from 56% current level.

Student Measurable Objective:

By June of 2021, students in the 11th grade will increase the average distance from the standard score as measured on the 2021 SBAC Summative Math Assessment by 3 points from 4.2 to 7.2 points as measured on the California Dashboard and achieve a 63% met or exceeds pass rate on MyData.

Parent Measurable Objective:

By June of 2021, parent participation in the Parent Portal will increase by 10% from 40% to 50% as measured by the Focus Dashboard.

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

**Focus Area:**

**Student, Staff, Parent Engagement \*Required**

*Parent And Community*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Community Representative will work with parents to build and foster strong communication between home, school and community. Engage parents in efforts to improve academic achievement standards through meetings, workshops, parent conferences and empower parents to become more effective advocates for their children by providing school-based workshops that will build their knowledge and skills, such as:</p> <p>Titles of workshops</p> <ol style="list-style-type: none"> <li>1. Mental Health, Depression and suicide prevention(September 2019)</li> <li>2. Latino Equality Alliance-Bullying(September 2019)</li> <li>3. AVIVA Health CARE-Trust building with your adolescent (October 2019)</li> <li>4. Healthy Families USC Saturday Project (Sept 2019 to May 2020)</li> <li>5. Nutrition Class-Occidental College (March 2020)</li> <li>6. School Performance Data (April 2019)</li> <li>7. A-G requirements ,Graduation requirements, and college readiness. ( October 2019, November 2019, and February 2020)</li> <li>8. College applications Workshop( October 2019)</li> <li>9. Financial Aid for college and Universities. (December 2019)</li> <li>10. Book Club-Bi-monthly( September 2019-May 2020)</li> <li>11. Parent Symposium- Parent Leadership and capacity building-Bi-Monthly Meetings( Feb. 29, 2020)</li> <li>12. Parent Involvement Opportunities-Volunteers and Parent Council orientations ( August and September 2019)</li> <li>13. Parent Portal and Schoology( Monthly)</li> <li>14. School wide Positive behavior and Restorative Justice.(monthly meetings)</li> <li>15. School Safety Plan (September 2019)</li> <li>16. School Sustainability and Protecting the Environment.( November 2019 and March 2020)</li> <li>17.School Performance Data (April 2019)</li> <li>18. Literacy for all and Numeracy Workshops (October 2019 and March 2020)</li> <li>19. Academic, Attendance and Behavior Policies (August 2019)</li> <li>20. English Learners and supporting Literacy to gain proficiency (October 2019)</li> </ol>	<p>07/01/2020 06/30/2021</p>	<p>Principal will review with Parent Surveys to monitor for quality assistance. Parent center staff will be monitored by Principal and Administrative team through parenting class observation and parent activity observation.</p>
<p>Contracted Instructional Services-Parenting Class to provide parent engagement and guide parents regarding the role of parents in increasing student academic achievement and positive family relationships for the Social -Emotional support for students . 7S046 ****(8 week sessions One-Fall (09/01 /2019 to 11/15 /2019 - and One-Spring- 02/06/2020 to 04/29/2020)</p> <p>CRECER 8 week sessions Parent workshops;</p> <ul style="list-style-type: none"> <li>• Improving Family Communication &amp; Relationships</li> <li>• Self-Esteem building for teens</li> <li>• Developing health relationships</li> <li>• Supporting your child emotionally and academically at home</li> <li>• Cyber bullying and internet safety</li> </ul>	<p>07/01/2020 06/30/2021</p>	<p>Principal will plan and review with staff on the benefits of the training. Parenting class staff will be monitored by Principal and Administrative team through parenting class observation and parent activity observation to ensure efficacy.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parent Resource Assistant- Will be located in the Parent Center.Will assist in providing direct support services to engage parents by disseminating information, maintaining parent-school communication, assist in programs and outreach activities for parents. Parent Resource Assistant will engage parents in efforts to improve academic achievement standards through meetings, workshops, parent conferences and empower parents to become more effective advocates for their children by providing school-based workshops that will build their knowledge and skills, such as:</p> <ol style="list-style-type: none"> <li>1. Mental Health, Depression and suicide prevention(September 2019)</li> <li>2. Latino Equality Alliance-Bullying(September 2019)</li> <li>3. AVIVA Health CARE-Trust building with your adolescent (October 2019)</li> <li>4. Healthy Families USC Saturday Project (Sept 2019 to May 2020)</li> <li>5. Nutrition Class-Occidental College (March 2020)</li> <li>6. School Performance Data (April 2019)</li> <li>7. A-G requirements ,Graduation requirements, and college readiness. ( October 2019, November 2019, and February 2020)</li> <li>8. College applications Workshop( October 2019)</li> <li>9. Financial Aid for college and Universities. (December 2019)</li> <li>10. Book Club-Bi-monthly( September 2019-May 2020)</li> <li>11. Parent Symposium- Parent Leadership and capacity building-Bi-Monthly Meetings( event on Feb. 29, 2020)</li> <li>12. Parent Involvement Opportunities-Volunteers and Parent Council orientations ( August and September 2019)</li> <li>13. Parent Portal and Schoology ( Monthly)</li> <li>14. School wide Positive behavior and Restorative Justice.(monthly meetings)</li> <li>15. School Safety Plan (September 2019)</li> <li>16. School Sustainability and Protecting the Environment.( November 2019 and March 2020)</li> <li>17. Attendance Matters (September 2019)</li> <li>18 Literacy and Numeracy (October 2019 and March 2020)</li> <li>19. Academic, Attendance and Behavior Policies (August 2019)</li> </ol>	<p>07/01/2020 06/30/2021</p>	<p>Principal will review with Parent Surveys to monitor for quality assistance. Parent center staff will be monitored by Principal and Administrative team through parenting class observation and parent activity observation.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30453368	N/A	27785	25,375	1.00	100
CE-ESSA T1 Schools (7S046)		26957 - PRNT RSR ASST C1T/6 (6 Hrs / 5 Days)	30439775	N/A	26957	49,869	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)		50002 - CONTR INSTRL SVC	N/A	N/A	50002	10,000		100

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

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Clerical X-Time will be used outside the assigned time in order to employ employ parent engagement strategies , Title I Office staff will use resources from the Parent Center to communicate with all the parents in their home language in effort to ensure participation of all ethnic groups after school and Saturdays.</p> <ul style="list-style-type: none"> <li>• Parents of students at risk are informed on the school system, the requirements for graduation and post-secondary opportunities.</li> <li>• Translation is available to parents who do not speak English</li> <li>• Parents of students with disabilities are informed of standards and student academic achievement through regular IEP meetings with teachers, counselors and administrators</li> <li>• Maintain a functional and accessible Parent Center to welcome parents, and provide them with learning opportunities to improve student achievement at school and at home</li> </ul> <p>Inform parents about the School Experience Surveys and offer assistance in completing the survey</p> <p>The Parent Portal measurable objective will be met using the following strategies: Parent Portal registration during incoming class procedures at the beginning of the year (August 2019) -Offer Parent Portal Registration during all large scale parent workshops for parents to register in Parent Portal during:</p> <ol style="list-style-type: none"> <li>1. Freshmen Spirit Day- Friday-August 16, 2019</li> <li>2. Back to School Night- Thursday September 5, 2019</li> <li>3. Parent Conferences 2 Nights October 17-18, 2019</li> <li>4. Parent Symposium on Saturday-February 29, 2020</li> <li>5. Parent Conferences 2 nights week of March 17, 2020</li> <li>6 September 2019-Month long Campaign to enroll parents of current students in the Parent Portal</li> <li>7. Monthly Parent Portal workshops in the Parent Center</li> <li>8. Daily Parent Portal registrations in the Parent Center during enrollment of new students and before or after IEP meetings</li> </ol> <p>Communicate with parents in a timely manner through correspondence, phone calls, newsletters, website, and in person walk-ins. Information provided in the following forms:</p> <ol style="list-style-type: none"> <li>1. Calendar ( 1st of every month and by one week )</li> <li>2. Flyers about school an district events( 1-2 weeks before the event)</li> <li>3. Newsletter the end of each month.</li> <li>4. Website ( as needed by events, but at least monthly)</li> <li>5. Phone Calls</li> <li>6. Letters for Parent and School Involvement Policy</li> </ol>	<p>07/01/2020 06/20/2021</p>	<p>Principal will review Parent Surveys to monitor for quality assistance</p> <p>Principals AP TSP</p>
<p>Supplemental Instructional Materials will be used to purchase books to add to the parent center library, such as : Growth Mindset Carol Dwek,Monster, Wonder, Tiger Mom and 7 Habits of Highly Effective Teens: All titles English and Spanish Titles and Dictionaries.</p> <p>To support strategies for parent and family engagement and support student development and fluency of reading to improve academic performance for students at risk of not meeting grade level standards..</p>	<p>07/01/2020 06/30/2021</p>	<p>Principal will review Parent Surveys to monitor for quality assistance</p> <p>Principals AP TSP</p>

<b>Budget</b>								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)		21468 - CLERICAL X-TIME	N/A	N/A	21468	3,000		100



Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)		40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	2,631	0.00	100

Los Angeles Unified School District  
2020-2021 School Plan for Student Achievement

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

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

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

In 2019-2020 MyData monthly attendance reports indicated that Francisco Bravo Medical Magnet High School students achieved the following attendance rates: August =99%, September=89.1%, October=97.8%, November=97.7%, December= 97.4%, January=97.4%, and February 97.3%. Prior to the school closures the school was on the path to meeting the school's Measurable Objective of 97% attendance rate by June of 2020. A two-year comparison from MyData indicates rates rose by 4.3% in January 2020 and 3.6% in February 2020 in comparison to January 2019 and February 2019 attendance rates. However, school closures in response to the COVID-19 health crisis, adversely affected student attendance regardless if classes were online. MyData reflects an attendance rate of 65.9% for June 2020 . The attendance rate dropped 28.6% from the previous June 2019 data of 94.6%. Our school's Measurable Objective of an attendance rate of 97% was not met.

After the school closures, student attendance was affected for a variety of reasons. The inequities were magnified by the crisis. Lack of access to technology at home, affected connectivity and interaction with school the first month. The school provided Chromebook laptops and hot spots to students that reported not having access. For 2020-2021,our student population has a Title One poverty index of 82.03%. Limited resources which include, lack of protected space and time, lack of childcare, or having to work due to family job loss magnified food and shelter insecurities. In addition, the lack of access to proper medical healthcare led to a high incidence of family illness, with numerous reports of mental health issues. Student reported anxiety, depression, self-harm and suicidal ideation to teachers, administration and school support staff that increased and affected chronic absenteeism. Per MyData dashboards, the rates per grade levels of chronic absenteeism for 2019-2020 year were: 9th= 86.1%, 10th=82%, 11th=88.6% and 12th=82.7%. Chronic absenteeism grew and average of 20% per grade level for the 2019-2020 school year in comparison to the previous school year.

To make sure the school is on track to meet the attendance measurable objective, midyear monthly attendance data and grade level chronic absenteeism from MyData attendance dashboards will be reviewed and monitored by the Student Support Progress Team(SSPT) on a monthly basis, in order to identify chronic absenteeism or tardiness. The team will coordinate with families and support staff (PSW,PSA, Nurse, Dean, and School Psychologist) to identify the sources of the absenteeism and /or tardiness as to develop an intervention plan of support for students, their families, and teachers to follow and adjust if needed. Monthly attendance data from MyData will be shared and discussed midyear after the 5 week and 20 week progress reports with SSC, the Instructional Leadership Team. Data will be shared and reviewed by faculty in first semester at the 5 week progress report and at the end of the 15 week grading period to see if students are making progress towards meeting the School's Measurable Objective in Attendance. In addition to attendance data review, the SSPT will meet monthly to review disciplinary referrals and other referral/ factors that may be contributing to the absenteeism or tardiness of a student.

The results of the School Experience Survey will be reviewed by SSC, Faculty, and Staff, when results are available, to see if there is any correlation to absenteeism trends.

Due to the high poverty index and limited resources our students experience high levels of anxiety since they must deal with family issues, health issues, financial hardship, safety concerns and crisis. Our students reach out to support staff and are in high need of counseling services.

The rates of incident reports for stress, anxiety, self-injury and suicidal ideation are increasing at alarming rates. The PSA and the PSW are vital members of SSPT Team that meets bimonthly as part of the monitoring process for attendance and multi-tiered interventions to students at risk of not meeting attendance requirements and experiencing stress and crisis.

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

Careful monitoring of period by period and daily attendance by school staff must be maintained. Communication between school staff and families regarding attendance is key to helping families address attendance issues. Schoology and the parent portal have helped parents stay abreast of their child's attendance rate.

There is a need to provide regular incentives for high attendance and systemically recognize students with high attendance rates to cultivate a climate of inclusion and validate a student's effort to attend school. Students must understand the importance of good attendance and that community members care that they are here.

**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**

Regular monitoring of attendance by school staff must be maintained. Communication between school staff and families regarding attendance is key to helping families address attendance issues. Schoology and the parent portal have helped parents stay abreast of their child's attendance rate.

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

N/A

**State the School's Measurable Objective(s) for 2020-21 \*Required if this Goal is addressed.**

Students attending Francisco Bravo Medical Magnet High School will attain an attendance rate of 97% by June of 2021.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will purchase a PSA Counselor one day per week for the 2020-2021 school year to work with participating students, parents, and the school to increase school attendance. The PSA counselor will provide support and intervention for students at risk for poor attendance and to provide professional development for teachers and staff on attendance monitoring, support and intervention strategies that can be implemented school-wide. Develop incentive and recognition program for teachers and students.	08/18/2020 06/30/2021	Student Support staff will be monitored by Principal and Administrative team through PSA activities with students and Parents to ensure efficacy and improved percentage of students with proficient or advanced attendance rates for the 2019-2020 school year.
The school will purchase one- PSW Counselor two days per week time for the 2020-2021 school year to provide specialized services to identified students to remove emotional, behavioral and crisis barriers to learning. The PSW counselor will provide professional development to teachers and staff on grief and crisis and socio-emotional issues, support and intervention strategies that can be implemented school-wide.	08/18/2020 06/30/2021	Student Support staff will be monitored by Principal and Administrative team through PSW activities with students and parents to ensure efficacy and improved percentage of students with proficient or advanced attendance rates for the 2019-2020 school year Will observe to ensure improved percentage of students with proficient in meeting grade level standards for the 2019-2020 school year

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		12103 - ITIN COUNS PSA C (8 Hrs / 0.5 Day)	N/A	N/A	12103	25,189		100
CE-ESSA T1 Schools (7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	N/A	N/A	13114	125,945	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
PSA will provide intervention for students and communicate with parents by: <ul style="list-style-type: none"> <li>• Having assemblies to focus on awareness of attendance and discipline policy</li> <li>• Call homes of students with chronic absences and truanicies to communicate with parents and caretakers about the problem.</li> <li>• Make home visitations to intervene with chronic absences, truanicies and tardy arrivals.</li> <li>• Provide intervention for students with chronic tardiness and absences.</li> <li>• Provide referrals to outside agencies</li> <li>• Administer/Coordinate and be present for SARTS and SARBS</li> <li>• Participate in the SSPT/COST-LAT Team.</li> </ul>		Principal will use School Experience Surveys, and attendance data to monitor activities.  Principal AP

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Psychiatric Social Worker will support students that need socio-emotional support due to environmental stressors that students are exposed to daily.</p> <p>PSW will provide services :</p> <ul style="list-style-type: none"> <li>• Meet with students individually or in group to teach stress coping skills</li> <li>• Develop Intervention programs which provide services to remove emotional behavioral, and family crisis</li> <li>• Provide services to students involving suicide prevention and intervention.</li> <li>• Provide counseling to students and make referrals to community outreach programs to parents.</li> <li>• Have assemblies addressing bullying, teen depression, and peer pressure</li> <li>• Develop student groups to focus on: stress management, grief counseling, time management and positive relationships.</li> <li>• Participates in SSPT/COST-LAT Team</li> </ul>		<p>Principal will collect Attendance log for health and educational counseling</p> <p>Principal and AP-TSP</p>

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

**Focus Area:** **Building Parent Capacity and Partnership to Support the 100% Attendance, Suspensions, School Safety, and Other Supports** 100% Attendance  
*\*Required if any Focus Area above is addressed.*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The PSA will notify parents of students with chronic absences and trancies of attendance issues and confer and inform parents of school /district policies, consequences and SART or SARB policies. Assists in early identification of students with at-risk attendance behavior/ issues.</p> <p>Provide opportunities/referrals for parents to attend off-site conferences, training, and workshops in order to better support their children academically and to better serve in leadership roles at the school site.</p> <p>The PSW will refer parents to outside agencies for support and services during family crisis or student socio-emotional crisis. (i.e. AVIVA or ALTAMED)</p> <p>Both The PSA and PSW will respond to recommendations made by ELAC and SSC with regard to socio-emotional support.</p> <p>The PSA ans PSW will provide workshops to parents about teen sociology-emotional wellness, teen issues and healthy coping strategies through the parent center and various parent councils.</p>		<p>Principal will meet with parents who attended conferences and training to review their presentation to the parent councils</p> <p>Principal AP</p>

Budget
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<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				





## 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?

**1. Do all students have access to technology and other instructional materials?** The lack of access to technology in and outside of school is a resource inequity identified by students on the School Experience Survey. Students that regularly use laptops or computers are able to access resources and materials to support classroom instruction. In addition, research, writing, revision, and communication is facilitated and students may receive and provide feedback from peers and teachers and work collectively on class projects and assignments. Having access to a laptop and the internet develops proficiency in communication skills that bridge gaps in economic status. Bravo HS is committed to providing every student with a computer device to use in and outside of school. **2. How are parents of all students proactively engaged to support student learning?** The provision of technology to students allows parents to team with students in communicate with teachers and staff at school. There are various conferencing applications available for students, parents and staff to use as communication platforms. The parents have come to Parent Portal workshops and created accounts, however the parents with no access to computers lack the practice to utilize the Parent Portal and the Schoology application. Parent workshops will be planned on a monthly basis to build capacity and proficiency on how to use the Parent Portal and Schoology and other LAUSD applications in order to access and monitor student performance and communicate with school staff in order to support their child. Parents needs practice and access to the technology on a regular basis in order to effectively use the parent portal to effectively monitor student grades, attendance and other achievement data. The need for a parent tech support system at school site to instruct and support the parent in their learning has been observed by the Parent Center staff, IT staff and Administrators during the Parent portal workshops and parent conference nights when parents are afforded opportunities to use school computers to monitor their children. **3. Do higher-need students have access to meaningful relationships with adults who know them and to whom they feel accountable as compared to lower-need students?** The 2020-2021 Title One poverty index for the school is 82.03%. Many of the students and their families have experienced Adverse Childhood Experiences and are experiencing trauma and in need of Mental Health Services. In addition insecurity about food, shelter and income are daily concerns for our students and their families. There exist high levels of anxiety when students are surveyed about fears and mental, emotional and social well-being. The PSW has provided data to the SSC addressing the different areas she is meeting with students and he rates of incidence. Student suicide ideation and crisis counseling have increased monthly. During our WASC accreditation review last year, both the WASC team and the Faculty members identified Social Emotional Learning for Students to be a critical need as an area of growth. Professional development for teachers and staff on Social Emotional Learning and Mental Health will continue.

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

The Mental Health, Social Emotional Needs and Technology need are priorities for our school to address.

3. How will the school address these inequities?

The School will address the Technology inequity for parents by hosting monthly Technology sessions for parents to access technology and LAUSD applications to monitor student Data, attendance, grades and reclassification criteria. The School is purchasing 4 sets of 48 Chromebooks and 4 carts to be housed in 4 core classrooms for students to access to technology on a daily basis. The sets will support up to 8 Core classrooms when put on a rotation basis. The School will continue to fund the PSW 5 days a week and provide professional development to teachers, counselors, and staff to support student Mental and Social Emotional needs.

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

N/A

## EVIDENCE-BASED INTERVENTIONS

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

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

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

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

<input checked="" type="checkbox"/> English Language Arts (3-8,11)
<input checked="" type="checkbox"/> Mathematics (3-8,11)
<input checked="" type="checkbox"/> English Learner Progress (1-12)
<input 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 type="checkbox"/> LAUSD Evidence-Based Intervention Bench
<input type="checkbox"/> Evidence for ESSA

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

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

New  
 Continuing

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

**Personalized academic and social emotional interventions and supports are created systemically for the classroom at school site through collaboration between core teachers, support and administrative staff and counselors in response to WASC findings, student academic data, and SEL data. The data and findings are used to drive Tier 1 Academic and Social Emotional, Professional development, Academic and Social Emotional Instructional Strategies and Interventions in the classrooms and beyond the school day. Core teachers collaborate with all teachers to develop Project-Based Learning and Interdisciplinary Projects that include that English Language Arts, Math, Science and Social Studies. Tier 2 and tier 3 support and interventions are developed in collaboration with school support staff, academic counselors, PSA, Diploma Counselor, Foster counselor, school nurse, and ELD and SPED teachers .**

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

**1. Graduation for all Domain-Planning Classroom Instruction-Teacher X-Time (Non-Tutor) and Counselor X-Time(Non-Tutor) is funded to have Core teachers and Academic Counselors Meet beyond the school day to develop instructional strategies, interventions, and Project Based Activities to support students not meeting graduation and grade-level standards, which includes English Learner students, students that have Special Learning Needs, and students that are Foster youth or Homeless youth . 2. Lesson Planning, Data Analysis, and Professional Development: Funding is provided for Core Teacher to attend professional development conferences through UCLA Center X and State Core Conferences in Math, Social studies , Math and Science.(CATE, CUE,, CMC , California Science Education Conference, Linked Learning Conference , NCSS)**

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 SPSA and the measurable outcomes will be presented to all stakeholders at the Annual Title One meeting faculty meetings, student meetings and support staff meetings. Midyear targets have been developed and will also be communicated.Midyear academic and attendance data will be communicated to parents, students, teachers and school staff and SPSA targets evaluated in order to track progress of student academic achievement towards I mid-year targets and end of school year measurable outcome goals. This will help provide insight into whether the expected outcomes are being achieved**

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.

**After Parents, Students, Teachers, Administrative team and counseling staff review student academic and SEL data mid-semester and midyear,if the intervention is not meeting interim goals these members will help identify whether key elements of the intervention model are being implemented as planned, or suggest ways the intervention could be changed for continuous improvement. The process of performance information review and reflection will continue throughtout the year in order for expected outcomes are being achieved.**

## 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).

Bravo High School offers 20 Advanced Placement classes for students to earn post-secondary credit. We offer after school college classes on site in conjunction with East Los Angeles College (ELAC). Students from Bravo High School are concurrently enrolled in ELAC in order to receive high school as well as post secondary credit. There are 6 classes that are regularly offered per semester.

**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 three tier intervention model is used at Bravo. With respect to prevention of problem behavior, we offer several mentor programs in partnership with USC- Medical School such as Student to Student, the engineering and Health Academy and the STAR research program. We also offer an intervention Bridge Program for students to engage in, after school tutoring and counseling groups during and after school. These groups address socio-emotional needs, such as healthy relationships, stress management, as well as basic skills for success in high school. The SSPT Team meets Bi-monthly to coordinate services for students that require tier 2 and tier 3 intervention. In conjunction with AVIVA and County Mental Health students are referred for individual counseling. Services may be rendered at BRAVO so that students will not have to leave school and miss instruction. We have support services for students in the form of a PSA Counselor, a Psychiatric- Social worker, and an additional Academic counselor. This is in addition to our psychologist.

**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.

During Professional Development, Teacher Release, department meetings and faculty meetings, departments met to review data and evaluate strengths and needs as well as goal. The same data is presented and reviewed by the Parent Advisory Council, the English Learner Advisory Council and the School Site Council where recommendations are made to address need.

**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:**

Local District East Directors and administrators will continue to analyze data with school teams that include achievement data in: English Language Arts (ELA), Math, English Learner Progress, Graduation, College/Career, Attendance, School Climate, and Suspension rates.

Other data sets that will be reviewed with school teams are: the number of classroom tasks that are aligned to ELA and Math grade level Standards; the Depth of Knowledge (DOK) levels in the task; and, the observation of equal intensity of Rigor in Math as defined in the California Framework (Conceptual Understanding, Procedural Skills/Fluency and Real World Application). English Language Arts tasks will be reviewed to insure they include an integration of two or more strands (Reading, Writing, Speaking/Listening, Language) grounded in evidence from both literary and informational text.

Based on our Local District Foci: Engaging students in rigorous Standards based tasks, Establishing Multi-Tiered Systems of Support and Leadership development, school teams will be supported in addressing the development of grade level Standards based tasks, student engagement in the planned tasks and the formative assessment of student performance on tasks.

There will be ongoing observation and support of professional development with an emphasis on creating grade level Standards based tasks, student engagement in the planned tasks and the formative assessment of student performance on tasks. Principal Supervisors will give principals and school teams feedback on their progress towards providing student engagement of grade level Standards based tasks 100% of the time.

Multitiered Systems of Support will be implemented to foster a positive climate and social emotional learning.

## 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 35,505	0.00 0	0.00 0	0.00 0	0.00 0	0.00 35,505
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs)	<input type="checkbox"/>	0.00 25,000	0.00 0	0.00 0	0.00 0	0.00 0	0.00 25,000
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 4,332	0.00 0	0.00 0	0.00 0	0.00 0	0.00 4,332
10701 10701 - TCHR AST RELIEF	<input type="checkbox"/>	0.00 1,999	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,999
107762 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	<input type="checkbox"/>	4.00 38,736	0.00 0	0.00 0	0.00 0	0.00 0	4.00 38,736
110142 110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 112,044	0.00 0	0.00 0	0.00 0	0.00 0	1.00 112,044
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	0.00 1,000	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,000
12103 12103 - ITIN COUNS PSA C (8 Hrs / 0.5 Day)	<input type="checkbox"/>	0.00 25,189	0.00 0	0.00 0	0.00 0	0.00 0	0.00 25,189
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 5 Days)	<input type="checkbox"/>	0.00 125,945	0.00 0	0.00 0	0.00 0	0.00 0	0.00 125,945
13579 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 116,174	0.00 0	0.00 0	0.00 0	0.00 0	1.00 116,174
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 116,174	0.00 0	0.00 0	0.00 0	0.00 0	1.00 116,174
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 116,174	0.00 0	0.00 0	0.00 0	0.00 0	1.00 116,174

14690 14690 - COUNS X (NON-TUTOR)	<input type="checkbox"/>	0.00	26,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	26,000
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00	20,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	20,000
20382 20382 - ED AIDE III C 1T/5 (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00	11,354	0.00	0	0.00	0	0.00	0	0.00	0	1.00	11,354
21468 21468 - CLERICAL X-TIME	<input checked="" type="checkbox"/>	0.00	8,000	0.00	0	0.00	3,000	0.00	0	0.00	0	0.00	11,000
25691 25691 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	<input type="checkbox"/>	1.00	38,711	0.00	0	0.00	0	0.00	0	0.00	0	1.00	38,711
26288 26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	<input checked="" type="checkbox"/>	1.00	68,920	0.00	0	0.00	0	0.00	0	0.00	0	1.00	68,920
26957 26957 - PRNT RSR ASST C1T/6 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	49,869	0.00	0	0.00	0	0.00	0	0.00	0	1.00	49,869
27785 27785 - COMMUNITY REP C (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	25,375	0.00	0	0.00	0	0.00	0	0.00	0	1.00	25,375
40124 40124 - NON-CAP EQUIP CLSRM	<input type="checkbox"/>	0.00	10,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10,000
40127 40127 - GEN SUPPLIES TECHNO	<input type="checkbox"/>	0.00	40,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	40,000
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	0.00	35,582	0.00	0	0.00	2,631	0.00	0	0.00	0	0.00	38,213
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	0.00	10,000	0.00	0	0.00	10,000	0.00	0	0.00	0	0.00	20,000
50080 50080 - STAFF CONF ATTEND	<input type="checkbox"/>	0.00	12,313	0.00	0	0.00	0	0.00	0	0.00	0	0.00	12,313
50174 50174 - CURRICULAR TRIPS	<input type="checkbox"/>	0.00	9,999	0.00	0	0.00	0	0.00	0	0.00	0	0.00	9,999
50243 50243 - SOFTWARE LICNS MAINT	<input type="checkbox"/>	0.00	5,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5,000



40239	<input type="checkbox"/>	0.00	45,916	0.00	0	0.00	484	0.00	0	0.00	0	0.00	46,400
POTENTIAL FNDING VAR													
40261	<input type="checkbox"/>	0.00	64	0.00	0	0.00	0	0.00	0	0.00	0	0.00	64
PENDING DISTRIBUTION													
<b>Total</b>		13.00	<b>1,135,375</b>	0.00	<b>0</b>	0.00	<b>16,115</b>	0.00	<b>0</b>	0.00	<b>0</b>	13.00	<b>1,151,490</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**