

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

**2024-2025**  
**Implementation**  
**BRAVO SH MEDICAL MAG (1875401)**



**Superintendent**  
**Alberto M. Carvalho**

**Board Members**  
Kelly Gonez  
Dr. George McKenna III  
Dr. Rosio Rivas  
Scott M. Schmerelson  
Nick Melvoin  
Jackie Goldberg  
Tanya Ortiz Franklin

**TABLE OF CONTENTS****Section**

<b>District and School Information</b>	<b>1</b>
School Identification	1
SPSA Review Tracker	2
Recommendations and Assurances	3
Funding Allocated to this School	4
District Mission Statement	5
School Mission, Vision, and Profile Description	7
<b>School Review Process Recommendation</b>	<b>9</b>
<b>Comprehensive Needs Assessment</b>	<b>10</b>
School Accountability Report Card	10
School Experience Survey	10
School Quality Improvement Index Report Card	10
School Report Card	10
Smarter Balanced Assessment	10
<b>Comprehensive Needs Assessment / Self-Review Process</b>	<b>10</b>
<b>PILLARS</b>	<b>11</b>
Academic Excellence - Graduation/College & Career	11
Academic Excellence - English Language Arts	12
Academic Excellence - Mathematics	13
Academic Excellence - English Learner Programs	14
Academic Excellence - Other Academic Content	16
Joy and Wellness	17
Engagement and Collaboration	18
<b>Resource Inequities and Evidence-Based Interventions</b>	<b>19</b>
<b>Title I Required Components for Implementation</b>	<b>20</b>
Schoolwide Program (SWP) / ESSA1114	21
<b>Local District Monitoring</b>	<b>22</b>
<b>Budget Summary</b>	<b>23</b>
<b>Attachments</b>	<b>24</b>

**SCHOOL IDENTIFICATION**

School Name: BRAVO SH MEDICAL MAG (1875401)

Region: E

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

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

Principal: LOPEZ, LUIS M

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

SPSA Designee: GUERRA-RAMIREZ, GABRIELA Position: ASST PRIN, SECONDARY

E-mail address: gga6298@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.

<u>PEDRO AVALOS</u>	<input checked="" type="checkbox"/>	<u>07/19/2024</u>
Typed name of Regional Superintendent or designee	E-Signature of Regional 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.**

Regional Superintendent or designee	PEDRO AVALOS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>07/19/2024</u> <i>Signed Date</i>	
Regional EL Compliance Coordinator	YADHIRA HERNANDEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>04/06/2024</u> <i>Signed Date</i>
Regional PACE Administrator	MEGAN GUERRERO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>08/05/2024</u> <i>Signed Date</i>
Regional Title I Coordinator	ILEANA ALBERT <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>05/02/2024</u> <i>Signed Date</i>

## RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/06/2024	Guadalupe Torres

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:**  
*School plan approval appears in SSC Minutes.*

03/08/2024

Date

**Attested:**

Jonathan rojas

Typed name of SSC chairperson



E-Signature of  
SSC chairperson

03/08/2024

Date

LOPEZ, LUIS M

Typed name of school principal



E-Signature of  
School principal

03/15/2024

Date

## 2024-2025 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 type="checkbox"/> <b>Title I: Targeted Asst Schs (70S46)</b> Purpose: 70S46	Amount: \$			
<input checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	Amount: \$	1,116,505	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: \$	13,884	0	
<input checked="" type="checkbox"/> <b>Title I: Comprehensive Sup &amp; Improv (7T691)</b> Purpose: 7T691	Amount: \$	2	0	
<input checked="" type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	Amount: \$	2	0	
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	Amount: \$	1	0	
<b>Total amount of categorical funds allocated to this school:</b>	Amount: \$			<b>1,130,394</b>

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.

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

## SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

### School Vision

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

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 environment 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. Boyle Heights's population consists of 47,759 primarily Hispanic (90.4%) Our student population is mainly comprised of 75.33% Hispanics, 7.49% Asians, 2.68%, 1.24% African American/Black among other Ethnicities. 73.33% of our student population qualifies for free and reduced lunch. 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 Schoolwide Learner Outcomes are statements of what we expect our students to achieve throughout their education at Bravo Medical Magnet High School. Our Schoolwide 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.):

Francisco Bravo MMHS is a full Magnet school with an enrollment of 1,528. Bravo's current official student enrollment by grade level: Grade 9 = 387 (25.32% ); Grade 10 = 362 (23.69%); Grade 11 = 403 (26.37% ); Grade 12= 376 (24.60 %). 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 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 on the street level and contains our gymnasium, administrative offices, and classrooms. The third and fourth floors consist of classrooms. The fifth floor houses the Library, Textbook Room, Lecture hall, Learning Center Room, and classrooms. Every floor features 2-3 classrooms 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 51% 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 for enrolling 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):**

The Title I Ranking for the 2024-2025 school year is 74.65%. As of March 2023, Bravo High School has 1,528 students out of 1,140 students identified as low-income.

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

Enrollment School Demographics per the California Dashboard  
 Student Group, Total Percentage  
 English Learners=34=2.2%  
 Foster Youth=43=2.81%  
 Homeless=14=0.91%  
 Socioeconomically Disadvantaged=1,150=75.26%  
 Students with Disabilities=96=6.28%

Race/Ethnicity Total Percentage  
 African American=19=1.24%  
 Asian=116=7.59%  
 Filipino=28=1.83%  
 Hispanic=1,289=84.36%  
 Two or More Races=20=1.31%  
 Pacific Islander=2=0.13%  
 White=41=2.68%

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 with Parent portal accounts may monitor their child's progress by accessing grades on the Schoology platform. 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 communicate 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 to the entire school, and three monthly parent meetings: English Learners, School Site Council, School Leadership Council. Incoming 9th grade parents are informed about Bravo support services and programs during Summer Freshman Orientation and Registration. Parents receive information about State Assessments, A-G completion rates and SBAC Summative scores and status of the school in relation to target populations and disaggregated data through monthly newsletters, Coffee with the Principal Meetings and parent workshops. There is non-English Translation is available to parents who do not speak English.

The AP (EL-Designee) and counselors meets with parents of EL students to discuss ELPAC and RI results and other resources for mental health and attendance protocols during the school day, at monthly ELAC meetings, 3 Masterplan Options meetings, and through scheduled appointments with parents in order the discuss assessment results and reclassification criteria from Individual Reclassification Plans. All staff are available to meet with parents during Parent Conferences to review assessment data. Other vehicles available to communicate with parents are through the various councils and parent workshops held in the Parents Center.

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 type="checkbox"/>            | Priority School  |

**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 number of 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 and was recognized in Feb. 2020 for the gains in academic achievement for special populations.

Additional recognition:

2023 Magnet Schools of America Award School of Distinction

2022 Linked Learning Gold Certification for Linked Learning Patient Care Pathway

2022 California Department of Education California Pivotal Practice (CAPP) School

2022 US News and World Report's Best High School

2021 California Distinguished School

2021-22 LAUSD Teacher of the Year

2021 US News and World Report's Best High School

2020 Magnet Schools of America School of Excellence

2020 (2012-20) Educational Results Partnership (ERP) Honor Roll Star and STEM 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:**

We were reviewed April 27, 2019 - May 1, 2019; Bravo received a six year with one visit accreditation from WASC. Francisco Bravo Is currently under mid-cycle review for the WASC accreditation process for the 2022-2023 school year. Bravo was scheduled to have a WASC visit in April 2023.

During 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 need to be supported in the classroom through the 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 paraeducators 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)
<input checked="" type="checkbox"/> School Site Council	<p>October 30, 2023- 2022-2023 SPSA Evaluation. SSC analyzed multiple data points to determine which objectives were met or not met. According to the data, all objectives were met in Attendance, Graduation, English, Math, and Parent/community. According to the Evidence-Based Intervention data, adjustments were made. As a result, there was an increase in the percentage of met/proficiency in the Math scores, resulting in reaching the set SBAC Math goal for the 2022-2023 school year.</p> <p>November 13, 2023 - SSC reviewed and approved the 2023-2024 School Parent Compact and Parent and Family Engagement Policy. In addition, the School Experience Survey Data was analyzed. SSC reviewed and approved the Title 1 budget proposal to allocate funds for after-school tutoring and Edgenuity licenses to support at-risk students, field trips to colleges and universities, and Kutta and Delta Math licenses to support students in their Math classes. SSC reviewed and accepted the ELAC recommendations to provide incentives so that students and parents complete the School Experience Survey.</p> <p>December 11, 2023- 2023-2024 SPSA evaluation- Attendance. SSC reviewed the attendance data presented by Ms. Lopez, PSA. Attendance has improved, and attendance goals are being met due to the implementation of strategies such as weekly phone calls, home visits, attendance events, celebrations, and incentives. In addition, Mr. Andrews, Dean, presented the School Wide Behavior Supports, such as harassment presentations, anti-bullying campaign, peer mediation, referrals to outside services, restorative justice strategies, positive school activities during lunch, and parent conferences. Due to these supports, there's been a decrease in the number of harassment and bullying reports this year. SSC reviewed and accepted the ELAC recommendations of having the EB Designee provide parents of EL students with their reclassification status every other month and during parent/teacher conferences.</p> <p>February 15, 2024 - 2023-2024 SPSA evaluation- SSC reviewed the 2023-2024 SPSA implementation and improvement objectives and data for the three pillars in the plan, and the feedback from the departments needs assessment evaluations. The 2024-2025 7S046 and 7E046 budgets were also presented. There will be a significant decrease in funding for the next school year. SSC recommended allocating funding for tutoring to support at-risk students and to ensure that support personnel is maintained in the next school year's Title 1 budget.</p> <p>March 8, 2024 - 2024-2025 SPSA, 7S046, and E046 approval. SSC reviewed the 2024-25 SPSA and Title 1 budgets. The committee agreed to increase funding for field trips and decrease teacher-released time funding. After the revisions, the 2024-25 SPSA, 7S046, and 7E046 budgets were approved.</p>	<p>10/30/2023, 11/13/2023, 12/11/2023, 02/15/2024, 03/08/2024</p>

<p><input checked="" type="checkbox"/> English Learner Advisory Committee</p>	<p>September 20, 2023 - ELAC officers' training was conducted. In addition, the committee reviewed and approved the ELAC Bylaws and established the meeting dates. It recommended that SSC accept the updated policy.</p> <p>October 4, 2023 - Parent Involvement Policy and School Parent Compact revision and 2022-2023 SPSA evaluation. The ELAC committee provided input for the School Title 1 Involvement Policy and School-Parent Compact. Additionally, ELAC reviewed the 2023-2024 SPSA EL goals and evaluated the progress toward meeting them. They recommended that the school continue to provide parent workshops facilitated by the PSA about the importance of attendance, after-school and Saturday tutoring to support EL students, and outreach to parents to increase the Parent Portal parent registration.</p> <p>November 8, 2023 - EL Master Plan and School Experience Survey review. EL Designee shared a presentation on the Master Plan. EL data was shared and analyzed. ELAC members recommended schoolwide support and awareness for ELPAC and to update goal sheets for students and parent phone calls, emails, and text messages letting them know of ELPAC and their child's progress toward reclassification.</p> <p>January 24, 2024 - Importance of Attendance and EL MOY iReady performance data towards reclassification. Members were presented with information about the importance of attendance and reviewed attendance data. They recommended that the school continue to provide parent workshops facilitated by the PSA about the importance of attendance. ELAC members recommended to provide importance of attendance workshops to students, provide incentives such as certificates and/or awards for attendance. Additionally, the EL designee presented the results of the MOY iReady data specifically for ELs. The EL Designee shared that one EL student reclassified with the MOY iReady but 44% of EL Students scored 2 or more grades below. ELAC members recommended to provide tutoring for EL students to use the iReady resources to improve their reading skills.</p> <p>February 28, 2024- Comprehensive Needs Assessment- ELAC conducted a comprehensive needs assessment where committee members analyzed data: ELPAC data, iReady data, attendance data, graduation data, reclassification data, and SBAC data. Data was analyzed using collaborative strategies to ensure members had an opportunity to share ideas and questions. ELAC recommended continuing to fund teacher assistants to provide additional support in the classroom and continue funding tutoring and intervention support.</p> <p>March 6, 2024-The ELAC was presented with another overview of the School Plan for Student Achievement and the Title 1 budgets, 7S046 and E046. Members developed recommendations for the EL program and Engagement and Collaboration Measurable Improvement objectives. The ELAC Recommended to fund the following improvement objectives:          -The number of Griffith students with one or more parents registered in the Parent Portal to improve communication between school and home will increase from 81% to 86%. -The percentage of reclassified students increased from 40% to 43% as measured by the Open Data Dashboard. -Fund the TSP position to monitor and support EL, low-income, and foster youth students. Additionally the ELAC members discussed the S7046 and 7E046 budgets, the recommendation was made to SSC to approve S7046 and 7E046 and the 2024-2025 School Plan for Student Achievement.</p>	<p>09/20/2023,          10/04/2023,          11/08/2023,          01/24/2024,          02/28/2024,          03/06/2024</p>
---	---	--

<input checked="" type="checkbox"/> Departments	February 6, and February- 13, 2024- 2024-2025 SPSA Comprehensive Needs Assessment. Departments, Coordinators, and Counselors met to review data and analyze student progress. During a comprehensive needs assessment meeting on Feb. 6 and Feb. 12 , departments, coordinators and counselors were divided into groups based on each SPSA goal and objective. They analyzed multiple data points to list key findings and identify root causes for data results. They discussed what has worked in our instructional program and provided suggestions and recommendations for improvement. The teams wrote potential measurable implementation and improvement objectives and proposed expenditures to purchase to address those learning outcomes. The results of the Need Assessments were shared with SSC during the SPSA evaluation meeting date.	02/06/2024, 02/13/2024
---	--	---------------------------



**Los Angeles Unified School District  
2024-2025 School Plan for Student Achievement**

**Academic Excellence - Graduation/College & Career**

Select all data sources reviewed to address the Pillar.

- ELPAC
- Whole Child Integrated Data System
- MyData
- Student Grades
- IEP Goals Data
- DIBELS Math
- DIBELS
- School Accountability Report Card (SARC)
- CA Dashboard
- Smarter Balanced Assessment Criteria (SBAC)
- Open Data
- Interim Assessment Blocks (IAB)
- School Experience Survey
- Publisher's Assessments
- Reading Growth Measure
- Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
- College & Career Readiness Survey
- Edulastic
- School Targets Dashboard
- iReady
- FOCUS Dashboard
- English Learner Typology Monitoring Report (ELtMR)
- Other: MiSiS

1. List key findings related to Academic Excellence - Graduation/College & Career 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 2/15/2024 according to Focus Dashboard:  
 Class of 2025- 73% are on track to graduate & 61% are meeting UC C or better requirements.  
 Class of 2026- 76% are on track to graduate & 56% are meeting UC A-G C or better requirements.  
 Class of 2027- 86% are on track to graduate & 70% are meeting UC C or better requirements.

As of 2/15/2024, according to My Data Graduation Progress data:  
 Class of 2025- 79% are on track for graduation; 17% are in Tier 1 with 1-2 requirements missing; 4% are in tier 2 with 3-4 requirements missing; 1% is in Tier 3.

**Foster Youth**  
 Class of 2025- 64% are on track for graduation; 35% are in Tier 1 with 1-2 requirements missing.  
 Class of 2026- 70% are on track for graduation; 10% are in Tier 1 with 1-2 requirements missing; 20% in Tier 3.  
 Class of 2027- 46% are on track for graduation; 46% are in Tier 1 with 1-2 requirements missing; 8% in Tier 2.

**Low-income students**  
 Class of 2025- 70% are on track for graduation; 22% are in Tier 1 with 1-2 requirements missing; 6% in Tier 2; 2% in Tier 3.  
 Class of 2026- 72% are on track for graduation; 22% are in Tier 1 with 1-2 requirements missing; 5% in Tier 2; 1% in Tier 3.  
 Class of 2027- 80% are on track for graduation; 18% are in Tier 1 with 1-2 requirements missing; 2% in Tier 2.

**English Learners**  
 Class of 2025- 43% are on track for graduation; 57% are in Tier 1 with 1-2 requirements missing.  
 Class of 2026- 60% are on track for graduation; 20% are in Tier 1 with 1-2 requirements missing; 20% in Tier 2.  
 Class of 2027- 59% are on track for graduation; 41% are in Tier 1 with 1-2 requirements missing.

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

Based on Focus, many students earn Ds/Fs in their A-G courses at the end of each semester.  
 After Winter Academy grade changes were inputted after the Fall semester, only 59% of students enrolled in Algebra 2 earned a C or better.  
 After Winter Academy grade changes were inputted after the Fall semester, only 72% of students enrolled in Geometry earned a C or better.  
 As of 2/28/2024, 19.7% of Bravo students fall in the "Chronic Absence (91% or lower) category according to Focus.  
 Equitable grading practices.

**AN IMBALANCE IN THE INSTRUCTIONAL CORE**  
 A predominance of lessons focusing on teacher practice and content delivery has resulted in low student engagement and task completion levels.

California School Dashboard Indicators:

**The activities outlined in Academic : 100% Graduation pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

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

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.**

<input type="checkbox"/>	English Learners
<input type="checkbox"/>	Foster Youth
<input type="checkbox"/>	Homeless
<input type="checkbox"/>	Socioeconomically Disadvantaged
<input type="checkbox"/>	Student with Disabilities
<input type="checkbox"/>	African American
<input type="checkbox"/>	American Indian or Alaska Native
<input type="checkbox"/>	Asian
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Hispanic or Latino
<input type="checkbox"/>	Native Hawaiian or Pacific Islander
<input type="checkbox"/>	White
<input type="checkbox"/>	Two or More Races
<input checked="" type="checkbox"/>	All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) \*Required if this Pillar is addressed.**

In order to address the significant number of students earning Ds and Fs in their A-G courses during the 2024-2025 school year, all academic counselors will conduct Individualized Graduation Plan meetings for all students to communicate with their parents about their progress toward graduation and meet the "C" or better A-G "C" requirements. Counselors will also follow up with off-track students in both Fall & Spring semesters to ensure off-track students are enrolled in credit recovery or have access to additional support as documented by Misis Counseling Communication and Misis Contact Logs.

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. \*Required if this Pillar is addressed.**

By June 2025, the percentage of students in the Class of 2025 cohort meeting UC "C" or better requirements will improve from 61% to 78%, as measured by Focus Dashboard.

By June 2025, the percentage of students in the Class of 2026 cohort meeting UC "C" or better requirements will increase from 56% to 70%, as measured by Focus Dashboard

By June 2025, the percentage of the Class of 2027 cohort meeting UC "C" or better requirements will increase from 70% to 78%, as measured by Focus Dashboard.

By June 2025, the percentage of students in a graduating 9th-12th grade cohort meeting "C" or better on UC/CSU A-G approved courses will increase from 81.2% to 82.7%, as measured by the School Targets Dashboard.

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

<b>District Priority</b>
<input checked="" type="checkbox"/> 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes

1C. Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students

#### District Strategies

1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas

1A.S7 Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency

1C.S6 Offer multiple opportunities for intervention and credit recovery during and outside of the regular school day to students in need

#### School Strategy

To address the imbalance of the Instructional Core, as noted in the root cause, Bravo will:

1. Build teacher capacity in Equitable Grading and Instruction practices and using standardized rubrics for defining rigor, mastery of content standards, and determining grades (Teachers practice and Student Practice).
2. 9th-12th grade students will prepare a Linked Learning online portfolio that showcases their writing skills and best academic work samples.
3. Build parent and student capacity to understand the A-G requirement and IGPs.
4. Provide additional intervention for students in tiers 2 and Tier 3 at each grade level.

#### School Actions

##### Professional Development/Planning:

The EGI Champion will provide training on the equitable Grading and Instruction (EGI) model and EGI Practices and will support teachers in developing grade books and implementing EGI practices.

The Instructional Leadership Team will plan professional development outside of the basic assignment on Cognitive Rigor by Karin Hess to build teacher capacity in the understanding of the relation of the Bloom's Taxonomy (content and student learning) and Webb's depth of knowledge levels ( how deeply student are expected to transfer and use what they are learning) to develop lesson and tasks that demand learning and thinking at deeper cognitive levels and small group instruction that will engage all students.

The ILT will include EGI professional development twice a year in the PD Calendar to continue building teacher capacity in EGI practices outside of the basic assignment. TEACHER X NON-TUTOR (8 teachers x 6hrs. =48.030 hrs x \$100.55 = \$4,827).

Additionally, Subject Professional Learning Communities (PLCs) will meet outside their basic assignment to plan tasks or lessons using the HESS Cognitive Rigor Chart to ensure tasks address high rigor levels and include small group activities in the lessons, develop common assessments and rubrics to evaluate the effectiveness of the strategies and the result of the assessments to determine the next steps. TCHR X NON-TUTOR (40 teachers x 3hrs. =120hrs x \$100.55 = \$12,066)

Counselors will provide current and ongoing data to teachers and parents to ensure support is provided for students with low levels of engagement. Additionally, counselors will meet with all students to provide them with strategies such as time management, organization, perseverance, and goal setting to help them increase their engagement in the class. Bravo will fund a counselor position (COUN SEC 6h/5d 26/09 \$143,217) The Secondary Counselor will primarily be responsible for identifying achievement gaps, utilizing multiple data points, such as iReady data, distribution of marks every 10 weeks, and attendance reports for early alert data to inform intervention and support, assisting in the implementation of the Common Core Standards, integrating instructional technology and develop, implement and monitor intervention plans to help support at-risk students.

In order to provide students who need credit recovery with the opportunity to make up classes, counselors will provide support in the Edgenuity Credit Recovery courses to enable 9-12 grade students to ensure all graduation requirements are met. In addition, secondary academic counselors and the college and Career counselor will plan, prepare, and provide presentations for parents on the A-G requirements and GIPs to increase parents' understanding of the requirements for parents to monitor and support their student's progress toward graduation closely. Counselors will ensure all students are programed in their correct classes before the start of the school year outside their basic assignments to avoid disruption of instruction once the school year begins. COUNSELOR X(NON-TUTOR) 67.26 hrs. x 96.51 hours= \$6,492

The Instructional Leadership Team will continue conducting Instructional Rounds guided by the 7 Principles of the Instructional Core based on Elizabeth A. City's book

Instructional Rounds in Education during the basic assignment twice a year (Fall semester & Spring semester) to gather data on the progress/improvement of the identified Bravo's Problem of Practice: The level of Student engagement in critical thinking activities/tasks vary from classroom to classroom. Findings of the Instructional Rounds will be analyzed to determine the type of professional development that will be developed and implemented and/or teacher support to address the findings of the needs. TCHR RELEASE DAY (603.31/day x 15.454days= \$9,324T)

#### Implementation:

A CSR Science Teacher \$143,217; 4 DD Subs x 447 = \$1,788 will funded to increase Access to Individualized Support to 10th and 11th-grade students in Chemistry, providing improved access to the curriculum by granting students more opportunities to work directly with the teacher to address learning needs which our Fall 2023 Grades indicate that Chemistry has one of the highest D and F rates in science coursework. The Science CSR teacher will plan and deliver appropriate instruction, provide direct instruction and intervention to 10th- 11th-grade Chemistry students to address specific students' targeted needs and utilize a multi-tiered instruction/problem-solving model that differentiates instruction for students who do not meet grade-level standards.

To provide support for at-risk students in the classroom, teacher assistants and an Ed Aide III are funded to provide in-class instructional support to 9-12-grade students to reinforce concepts in Language Arts, mathematics, and science under the direct supervision of a certified teacher and available in classes with high concentrations of English Learners (ELs) and Students with Disabilities (SWD) to ensure that every student, and especially those with higher needs, has access to individualized support and to increase student achievement. The Teacher Assistants and Ed Aide III will also participate in professional development. 4 TEACHER ASSISTANTS DEG TK NW/2 (3h/5d \$13,801 X 4 TAs = \$55,204) and one ED AIDE III C (6h/5d \$65,401).

All teachers will implement Subject PLC common lessons/tasks and small group activities. They will also administer a common assessment twice per semester. During Bank time on Tuesdays, teachers in their PLCs will share student work / common assessment results to evaluate the effectiveness of the strategies and inform the next steps in their instruction. Moreover, all teachers will include three IEG practices in their syllabus.

Secondary Counselors, in collaboration with the Magnet Coordinator, will design and monitor the senior Linked Learning online portfolio to give students another opportunity to develop time management, organizational, critical thinking, and perseverance skills. These skills are essential to increase student engagement.

Secondary Counselors will complete the Individual Graduation Plans with students in all grade levels by the 10th week to develop plans with students to attend credit recovery opportunities to satisfy missing graduation requirements and/or attend tutoring or intervention to improve their grades. In addition, counselors, in collaboration with the Parent Center, will conduct A-G Requirement parent presentations and communicate with off-track and at-risk students to inform them of the student's progress toward graduation and opportunities for Credit Recovery and Tutoring services and support. SOFTWARE LICNS MAINT. 40 Edgenuity licenses from Imagine Learning, \$10,500, will be purchased to provide students behind credits with the opportunity to re-take A-G courses, enabling them to ensure they meet all graduation requirements.

Additional support outside the school day for 9-12th grade students who are not making adequate progress will be offered. Fourteen teachers, spanning the A-G core content areas, will provide after-school tutoring outside their basic assignment three times a week for 1.5 hours. Sessions will be held for eight weeks in the Fall semester and eight weeks in the Spring semester. Teachers will identify students needing additional support (low-income, foster youth students with low grades and students of promise) to recommend them for additional language acquisition skills; quantitative skills; process writing, study skills in ELA, Math, Science, Social Studies, and World Languages TUTOR TCHR X TIME 14 tch.x 38.278 hr = 535.893 x 100.55 = \$53,884.

Additionally, Saturday intervention will be provided for 11th and 12th grade students outside of the basic assignment (low-income, foster youth students) who need to do credit recovery in English and Math for 4 hours during eight Saturdays. Two Math teachers and one English teacher outside their basic assignment will implement intervention lessons that include iReady resources, differentiation, scaffolding strategies, such as thinking maps, 3 reads, chunking, and the blended model approach incorporating small group instruction to meet the needs of at-risk students TUTOR TCHR X TIME 3 tch. x 32hrs = 96.001 hrs x \$100.55 = \$9,653 ADMINISTRATOR X 40 hrs. X \$100.55 = \$4,445 is funded for an administrator to supervise, support, and conduct classroom observation during Saturday intervention outside the basic assignment.

To support Bravo's college-going culture and increase student engagement, 20 curricular trips will be allocated to extend the curriculum for at-risk students to enhance their educational experience, promote positive social and academic interactions, and reinforce state standards of content areas beyond the classroom. Trips will be aligned to the CCSS, NGSS, or College and Career Anchor standards and will allow teachers to plan for interdisciplinary projects for all grade levels. Students will begin

an interdisciplinary project before the curricular trip, which requires information from field experts to complete. Students will visit field experts and apply new learning to the final version of their project. The trips will be to any of the following destinations, pending availability: Occidental College, University of California Los Angeles, University of Southern California, USC -Annenberg School of Journalism High School, California State University Los Angeles, California State, CSU Long Beach, UC Irvine, Whittier College, University Northridge, East Los Angeles College, Los Angeles City College, Pasadena City College, Pomona College, CSU San Marcos, San Diego State, Mount St. Mary, Occidental College, CSU Dominguez Hills, and CSU San Bernardino. CURRICULAR TRIPS \$845/bus x 20 = \$16,900

**Monitor/Evaluation:**

Administrators will conduct ongoing classroom observations of all teachers to gather evidence of implementing rigorous tasks and strategies and provide feedback to teachers.

ILT members will lead their departments in reflection on their observations, goal setting, and evaluation.

Teachers and administrators will monitor at-risk students' tutoring and intervention progress to determine the support services' effectiveness.

Administrators, counselors, and teachers will monitor the Link Learning projects to ensure the new learning from field trips is addressed in such projects.

Counselors review 5, 10, & 15-week distribution of marks to identify students needing intervention. Counselors monitor course grades in Schoology and credit recovery progress throughout the year for off-track students. Counselors communicate progress and in danger of not graduating/meeting A-G "C" or better status to students & parents.

**Budget**

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	63,537	0.00	100
CE-ESSA T1 Schools (7S046)		107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30039516	N/A	107762	13,895	1.00	100
CE-ESSA T1 Schools (7S046)		107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30341350	N/A	107762	13,895	1.00	100
CE-ESSA T1 Schools (7S046)		107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30452703	N/A	107762	13,895	1.00	100
CE-ESSA T1 Schools (7S046)		20382 - ED AIDE III C 1T/5 (6 Hrs / 5 Days)	30445175	N/A	20382	65,177	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	9,324	0.00	100
CE-ESSA T1 Schools (7S046)	2700	11458 - ADMINISTRATOR X	N/A	N/A	11458	4,445	0.00	100
CE-ESSA T1 Schools (7S046)	3110	14690 - COUNS X (NON-TUTOR)	N/A	N/A	14690	6,492	0.00	100
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	16,893	0.00	100
CE-ESSA T1 Schools (7S046)		15261 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	30463916	N/A	15261	143,217	1.00	100
CE-ESSA T1 Schools (7S046)	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	16,900	0.00	100
CE-ESSA T1 Schools (7S046)	1000	50243 - SOFTWARE LICNS MAINT	N/A	N/A	50243	10,500	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,787	0.00	100
CE-ESSA T1 Schools (7S046)		10868 - COUNS SEC C1T 26/09 (6 Hrs / 5 Days)	30390660	N/A	10868	143,217	1.00	100
CE-ESSA T1 Schools (7S046)		107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30039242	N/A	107762	13,895	1.00	100

**Los Angeles Unified School District  
2024-2025 School Plan for Student Achievement  
Academic Excellence - English Language Arts**

Select all data sources reviewed to address the Pillar.

ELPAC

<input type="checkbox"/> Whole Child Integrated Data System
<input checked="" type="checkbox"/> MyData
<input checked="" type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input checked="" type="checkbox"/> CA Dashboard
<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Growth Measure
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey
<input type="checkbox"/> Edulastic
<input type="checkbox"/> School Targets Dashboard
<input checked="" type="checkbox"/> iReady
<input type="checkbox"/> FOCUS Dashboard
<input type="checkbox"/> English Learner Typology Monitoring Report (ELtMR)

1. List key findings related to Academic Excellence - 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**



iReady- When analyzing iReady BOY and MOY data, we found that our students struggle most with informational texts. Overall for grades 9-12, 72% of students are reading below grade-level with informational texts compared to 66% with literature. While BOY to MOY positive gains were made in vocabulary increasing in the “Above grade level” by 3%, overall comprehension and literature, 5% of grade 9-10 students fell further behind with informational texts. Furthermore, the results of the MOY iReady show that vocabulary is the second highest domain with students below grade-level, 9th gr- 76%, 10th gr.- 75%, 11th gr. - 65% with the exception of grade 12 where vocabulary had the highest percentage of students at or above grade-level, 36%.

On the SBA, scores did not change much between 2022 and 2023. The majority of our 11th grade students continued to meet (32%) or exceed (55%) standards. However, 60% of our 11th grade SpEd students and our one EL tested below standards in 2023. For SpEd, this was a 17% increase in those not meeting standards compared to 2022.

According to the California School Dashboard, the majority of our students maintained a very high (99.4) average distance from standard. ELs were at -21.3 and SpEd students were at -30.5. All other subgroups tested at a very high status level.

When comparing 2023 SBA data to 2023 fall semester grade distribution, only 13% of the class of 2024 tested below standards on the SBAC, yet 23% received Ds and Fs for 2023 fall semester grades.

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

English teachers identified a number of possible causes for students’ relatively lower scores for informational texts on the iReady Reading assessment. There has been less exposure to non-fiction texts in English classes compared to fiction. Also, students may be struggling more with comprehending informational texts because of unfamiliar vocabulary and context clues strategies. Students need more exposure to non-fiction, as well as vocabulary, reading and writing strategies to help them navigate, comprehend and write different types of informational texts. EL students and students with disabilities need additional scaffolding to access informational texts.

California School Dashboard Indicators:

**The activities outlined in Academic : English Language Arts pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

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

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.**

<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input checked="" type="checkbox"/> All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) \*Required if this Pillar is addressed.**

In order to address the low exposure to non-fiction and reading and writing strategies, by June 2025 100% of English teachers will teach students the rhetorical précis frame for reading and writing informational texts. A rhetorical précis includes a summary and analysis of a text’s type, structure, and the author’s purpose and tone. To measure implementation, at least once per semester, English teachers will engage in at least one fall and one spring semester PDSA cycle: collaboratively planning lessons, evaluating students’ rhetorical practices with a rubric, and determining the next steps for improving students' abilities to analyze informational texts, as measured by the PDSA cycle agendas and sign-ins.

By June 2025, 100% of English teachers will administer a diagnostic and summative common expository essay assessment using the SBA rubrics, as measured by the results of the analysis of students' essays during the department meetings.

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. \*Required if this Pillar is addressed.**

In order to increase our Maintained Green Status on the CA School Dashboard, by June 2025, the percentage of students in grades 9-12 scoring Meets/Exceeds on the SBA will increase by 3% from 87% to 90% as measured by MyData.

By June 2025, the percentage of all 9th-12th grade students who score at grade level for informational texts will increase by 10% from BOY iReady 2024 to EOY iReady 2025.

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

<b>District Priority</b>
<input checked="" type="checkbox"/> 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes

**District Strategies**

- 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- 1A.S3 Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice
- 1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership
- 1A.S7 Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency

**School Strategy**

In an effort to increase the percentage of students who effectively understand and analyze informational texts, we will provide high impact reading comprehension and analysis strategies for grade 9-12 students who are reading informational texts below grade-level as indicated by iReady Reading assessments. Steps include:

- Provide professional development on the structure of a rhetorical précis and strategies for analyzing text types and structures, tone, and author's purpose.
- Implement culturally responsive textual analysis instruction for non-fiction.
- Regularly monitor student progress by analyzing common diagnostic assessments

**School Actions****Plan / Professional Development:**

Bravo's professional Development is focused on our five School-Wide Learning Outcomes: Critical Thinking and academic Achievement, Creativity and innovation, Collaboration, Communication, and Culturally Responsive Community Members. These areas help us create engaging student-centered classroom settings. The PD program also includes strategies to develop further our Linked Learning and Career Tech Paths, which helps us make student learning relevant and engaging.

The administrator (s) and Master ELA Teacher(s) will plan and present PD on the structure of a rhetorical précis and strategies such as how to use the Rhetorical Précis template and examples, Tone Analysis Strategy: use a Negative to Positive rating scale and categorized list of tone vocabulary, SOAPStone method of identifying subject, occasion, audience, purpose, speaker and tone for analyzing text types and structures, tone, and the author's purpose. The administrator (s) and Master ELA Teacher will also provide demonstration lessons and classroom support. 9th -12th-grade teachers will conduct peer observation to allow teachers to reflect on implementing the strategies to improve and improve their effectiveness.

Use designated PD Tuesdays to present PD on the structure of a rhetorical précis, strategies, and tools for analyzing text types and structures, tone, and author's purpose. PD Tuesdays will also provide time for teachers to plan lessons that incorporate targeted strategies and tools collaboratively.

A total of 45 hours have been set aside for 15 English teachers to participate in professional development outside of their basic assignment, conduct PDSA cycles, and develop lessons that include the following strategies: Tone Analysis Strategy and SOAPStone, as well as developing common lessons on how to write a rhetorical précis. TCHR X NON-TUTOR (45.002 hrs x 100.55 = \$4,525)

**Implementation:**

Grade 9-12 English teachers will implement informational text analysis strategies and tools to support students, including English Learners, students in foster care, and students with disabilities, in writing a rhetorical précis at least once in the fall and once in the spring. Student work will be collected for analysis during banked time PD Tuesdays, and the next steps will be determined. In addition, 15 English teachers will observe demonstration lessons once per semester on strategies for reading informational text (no funding needed). ELA teachers will reflect and debrief their lessons during banked time PD Tuesday. Grade-level PLCs will continue collaborating to establish common Tier 1 teaching strategies and develop teaching strategies to support the needs of EL students and SWD. Teachers will communicate with counselors and support staff to identify additional social-emotional support and establish a communication chain to ensure that students needing academic support beyond the classroom can access tutoring services, credit recovery, and enrichment opportunities. (Teacher Tutor X Time funding provided in Graduation/College & Career)

**Monitoring/Evaluation:**

During Tuesday's PD, English teachers will collaboratively analyze iReady data, expository essays, and rhetorical practices and plan the next steps for instruction based on data trends. In addition, English teachers will monitor student progress toward achieving grade-level standards via in-class formative and summative assessments and course grades.

Administrators, TSP Advisers, and Instructional Leadership Team members will conduct classroom observations once per semester to gather evidence of implementing strategies for teaching students how to summarize and analyze informational texts and write a rhetorical précis. They will then provide the results for teachers to reflect on and determine the next steps.

Administrators will conduct classroom observations and provide actionable feedback on the implementation of the reading strategies throughout the year.

**Budget**

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	4,525	0.00	100
CE-ESSA T1 Schools (7S046)	1000	40339 - H&W WC&PERS BENADJ	N/A	N/A	40339	1,001	0.00	100

**Los Angeles Unified School District  
2024-2025 School Plan for Student Achievement**

**Academic Excellence - Mathematics**

**Select all data sources reviewed to address the Pillar.**

- ELPAC
- Whole Child Integrated Data System
- MyData
- Student Grades
- IEP Goals Data
- DIBELS Math
- DIBELS
- School Accountability Report Card (SARC)
- CA Dashboard
- Smarter Balanced Assessment Criteria (SBAC)
- Open Data
- Interim Assessment Blocks (IAB)
- School Experience Survey
- Publisher's Assessments
- Reading Growth Measure
- Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
- College & Career Readiness Survey
- Edulastic
- School Targets Dashboard
- iReady
- FOCUS Dashboard
- English Learner Typology Monitoring Report (ELtMR)

**1. List key findings related to Academic Excellence - 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**

iReady- When analyzing Math iReady BOY and MOY data, we found that our students continue to struggle in domains of Geometry and Algebra and Algebraic Thinking, even though there was improvement when the exam was given in August of Mid or Above Gr. level/On gr. Lvl. from 19% to 25%. Overall, there's been an increase in the percentage of students in the middle or above grades. Irvl. in all domains, of Number of Operations 1%, Algebra and Algebraic Thinking 4%, Measurement and Data 1%, and Geometry 4%. 74.2% of 9-12th grade students scored One or More grade levels below. 9th and 10th graders have improved 35% in the On grade level or above grade level. The 11th and 12th graders have improved slightly but are still struggling compared to the 9th and 10th graders. When looking into specific subject areas, our Algebra 2 students score lower than the Geometry and Pre-Calculus students.

iReady BOY and MOY data for English Learners (EL) shows that only 3% scored On grade level. There was a decrease of 7% in EL students scoring Three or More grades below in the MOY.

Students in the Special Education (Sp Ed) program have improved slightly. In the MOY, 12% of the students with disabilities scored on or above grade level, and 70% of students in the Special Education program are three or more grade levels.

SBA - Regarding SBA scores, we saw an increase from 45% (2021-2022) to 47% (2022-2023). We have a majority of 11th graders in the Near Standard Performance for the various areas of achievement. Regarding specific areas of performance, most 11th graders did well with Concepts and Procedures (30% Above Standard), while Communicating and Reasoning is still an area of improvement (20% Above Standard). Our juniors still score better and higher than overall LAUSD juniors (20% at or above grade level).

Grades -When looking at the Fall 2023 grades, we noticed that 76% of students obtained a C or better in their first-semester math course. Also, 86% of students obtained a D or better in math this Fall semester. Regarding subject areas, Algebra 2 still has the lowest passing rate, with 58.9% obtaining a C or better. A consistent number of students are passing Geometry (72%) and Pre-Calc (79%), with Algebra 2 going to 59%.

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

Some of the root causes underlying these issues include the disconnect from Geometry to Algebra 2, and 9th-12th grade students struggle to retain basic Math skills through High School. In addition, one of the major causes of the MOY iReady results is the fact that students were administered this assessment without being taught the curriculum. The overall result of the data, shows that our instruction supports student learning, however to best support students, math instruction needs to take a more integrated approach in which tasks are connected to real world situations.

California School Dashboard Indicators:

**The activities outlined in Academic : Mathematics pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

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

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.**

<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input checked="" type="checkbox"/> All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

During the 2024-2025 school year, 100% of Math Teachers will use online numeracy tools and formative assessments using IXL, KUTA, DeltaMath, iReady, and Desmos at least once a week to supplement classroom instruction as measured by lesson plans and classroom observations data.

By June 2025, 100% of Math teachers will incorporate and model real-world situations in their lessons. Teachers will meet monthly to create questions and tasks that invite students to make sense of these big ideas, elicit wonder in authentic contexts, and are conducive to mathematical investigation as measured by lesson plans and classroom observation data.

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required if this Pillar is addressed.***

In order to address our green status on the CA School Dashboard, by June 2025, the percentage of students in grades 9-12 scoring Meets/Exceeds on the SBA will increase by 5% from 47% to 52% as measured by MyData.

By June 2025, 9th -12 grade students scoring at grade-level will increase from 21% (MOY 23-24) to 50% as measured by the EOY 2025 iReady assessment.

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

<b>District Priority</b>
<input checked="" type="checkbox"/> 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes
<input checked="" type="checkbox"/> 1C. Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students
<b>District Strategies</b>

- 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- 1A.S3 Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice
- 1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership
- 1A.S7 Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency
- 1C.S4 Target high-impact intervention and instructional programs to accelerate learning - such as summer school, Acceleration Days, and tutoring - for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups

**School Strategy**

To address students' challenge of retaining basic Math skills, low scores, and passing rates, teachers will provide Tier 1 (Core Classroom) and Tier 2 (Targeted Small Group) instruction.

Steps Include:

- The Math Department will develop a plan to connect the Geometry skills to the Algebra 2 curriculum.
- Identify and provide Targeted high-impact Math instruction to support at-risk students in grades 9-12
- Provide small group intervention for at-risk students in 9-12 grades.

**School Actions**



**Plan/Professional Development**

Bravo's math pathway does not follow the traditional way. Algebra 1 and 2 are offered every other year. Therefore, to address the disconnect between Algebra 1/2 and Geometry, A total of 36 hours have been set aside for 12 Math teachers to participate in professional development outside of their basic assignment to work collaboratively, revise the geometry learning targets to determine the skills Algebra 1 and 2 students need to transition smoothly to Geometry; they will also develop common assessments that will be implemented twice a semester and analyze the results to determine the next steps. In addition, the Math Chair, in collaboration with the Administrator, will provide PD on the Station Rotation Blended Learning Model to support the effective implementation of the Kuda Math and Delta Math programs and iReady resources to reinforce and address the needs of all students. TCHR X NON-TUTOR (36 h x 100.55 = \$3,620)

In addition, Math Teachers will continue implementing the PDSA cycle during banked time on Tuesdays. To increase student engagement, they will develop common lesson plans that include real-world problems related to the medical field, develop common assessments, and analyze iReady data results to monitor student progress, identify at-risk students, and inform their instruction.

**Implementation**

TCHR AUXILIARY (\$23,783 x 2= \$47,566): Two math auxiliaries will be created as an intervention measure to lower student numbers in our grade 9-12 Algebra 1 and Algebra 2 classes and provide our at-risk students with more individualized attention. Various supplemental programs, materials, and technology will be used to support students performing below standard in mathematics.

In order to reduce class sizes and increase access to Individualized Support, Bravo Medical Magnet will purchase one classroom size reduction Math teacher to provide improved access to the curriculum by granting 9-12 grade students more opportunities to work directly with the teacher to address learning needs. The Math CSR teacher will plan and deliver appropriate instruction, including accommodation strategies for all students, including English language learners, foster youth, students enrolled in special education, and all students with diverse learning needs CSR TCHR SEC MTH 1 TK \$143,217; 4 DD Subs x 447 = \$1,788.

All Math teachers will implement the station rotation blended learning model, which includes Kuta Math, Delta Math, and iReady resources in one of the rotation stations once a week; the choice and use of tools will depend on student needs and subject-required skills. KUTA Math and Delta Math will require license purchase; all other platforms are integrated into Schoology LMS. All platforms will be available to grade 9-12 students enrolled in Algebra, Geometry, Statistics, and Calculus. Math Teachers will use department meetings and professional development time to revise strategies for more effective implementation. SOFTWARE LICENCE MAINT [KUTA and DeltaMath]: DeltaMath: \$1,400; KUTA Math: \$1,100. Total Cost: \$2,500)

During Banked time on Tuesday, Math subject PLC will analyze the results of common assessments and online data to monitor students' performance and growth and identify at-risk students and will communicate with counselors and support staff to identify additional social-emotional support or academic support such as after-school tutoring, Saturday intervention and/or credit recovery. Math Teachers will provide small group tutoring and intervention after school and on Saturdays outside their basic assignment. (Teacher Tutor X Time funding provided in Graduation/College & Career)

**Monitoring/Evaluation**

During Banked Time Tuesdays, the Math Teacher will collaboratively evaluate the implementation of the Rotation Station Blended Model, and plan the next steps for instruction. In addition, Math teachers will analyze the results of common assessments and online data to monitor students' academic progress.

Administrators and Instructional Leadership Team members will conduct classroom observations to document the implementation of real-world math tasks and the Rotation Station Blended Learning Module twice a year. They will then provide the results of the observations to the math teachers so they can reflect on and determine the next steps.

Administrators will conduct classroom observations and provide actionable feedback on implementing the reading strategies throughout the year.

**Budget**

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		15264 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30463918	N/A	15264	143,217	1.00	100
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	3,620	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,787	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10420 - TCHR AUXILIARY	N/A	N/A	10420	47,566	0.00	100
CE-ESSA T1 Schools (7S046)	1000	50243 - SOFTWARE LICNS MAINT	N/A	N/A	50243	2,500	0.00	100

**Los Angeles Unified School District  
2024-2025 School Plan for Student Achievement**

**Academic Excellence - English Learner Programs**

Select all data sources reviewed to address the Pillar.

- ELPAC
- Whole Child Integrated Data System
- MyData
- Student Grades
- IEP Goals Data
- DIBELS Math
- DIBELS
- School Accountability Report Card (SARC)
- CA Dashboard
- Smarter Balanced Assessment Criteria (SBAC)
- Open Data
- Interim Assessment Blocks (IAB)
- School Experience Survey
- Publisher's Assessments
- Reading Growth Measure
- Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
- College & Career Readiness Survey

<input type="checkbox"/> Edulastic
<input type="checkbox"/> School Targets Dashboard
<input type="checkbox"/> iReady
<input checked="" type="checkbox"/> FOCUS Dashboard
<input type="checkbox"/> English Learner Typology Monitoring Report (ELtMR)

**1. List key findings related to Academic Excellence - 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**

Currently, Bravo Medical Magnet HS has a total of 33 English Learners; three of them are Newcomers and 30 Long Term English Learners.

According to the CA Dashboard ELPI, the comparison of the 2022 school year to the 2023 School year is as follows:

- ELs who decrease at least one ELPI level decreased by 8% from 20% in 2022 to 19.2% in 2023
- ELs who maintained ELPI levels 1, 2L, 2H, 3L, 3H increased by 14% from 16.7% in 2022 to 30.8% in 2023
- ELs who maintained ELPI level 4 did not maintain or grow in 2023
- ELs who progressed at least One ELPI decreased by 6.7% from 56.7% in 2022 to 50% in 2023

MyData indicates that we have 57.1% of students making progress toward language proficiency since there's been an increase in EL students receiving "less than" a level 4 in the ELPAC from 38.9% in 2022-2023 to 57.14%.

Open Data shows that we exceed the 2022-2023 reclassification goal of 32% to 51.4%.

In addition, the EL Profile data in the Focus Dashboard shows that 7 English Learner students are in Profile H, 24 are in Profile G, 2 are in Profile E who only need the ELPAC to reclassify, and 1 in Profile A, who has recently reclassified.

Implementation of the iReady test to measure the Basic Skills requirement for reclassification showed that 6% of students are at Grade Level, 13% are at One Grade Level Below, and 81% are at Three or More grade levels Below. This impacts the number of students who need both the iReady and the ELPAC to reclassify at the end of the Spring semester.

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

Some root causes/underlying issues include the lack of consistency in implementing EL instructional strategies that allow access to high-level and complex text in the ELD and Integrated ELD classes.

Even though there has been some professional development on the essential instructional approaches and scaffolding strategies specifically targeted to English Learner Students, there is a need for differentiated professional development designed to enhance and build teacher capacity.

California School Dashboard Indicators:

**The activities outlined in Academic : English Learner Programs pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

<input type="checkbox"/> Academic Indicator ELA
<input type="checkbox"/> Academic Indicator Math
<input checked="" type="checkbox"/> EL Progress Indicator
<input type="checkbox"/> Chronic Absenteeism
<input type="checkbox"/> Suspensions
<input type="checkbox"/> College/Career Indicator

Graduation

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.**

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Student with Disabilities

African American

American Indian or Alaska Native

Asian

Filipino

Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Two or More Races

All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) \*Required**

In order to address the number of EL students in profile G, by June 2025, 100% of Designated ELD and integrated ELD teachers will implement the Essential Instructional Approaches, active listening, extended communication and oral summarizing as measured by classroom observations and lesson plans.

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. \*Required**

By June 2025, Bravo English Learner students will meet a reclassification rate of 43% as measured by the Open Data Dashboard.

**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.**

**District Priority**

1A. Focus on consistent implementation of high-quality instruction to improve student outcomes

1C. Eliminate opportunity gaps, advance anti-racist instructional practices, and personalize learning for all students

**District Strategies**

- 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- 1A.S7 Analyze and act upon assessment data to guide instructional planning and personalized learning so all students reach proficiency
- 1C.S4 Target high-impact intervention and instructional programs to accelerate learning - such as summer school, Acceleration Days, and tutoring - for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups

**School Strategy**

Bravo Medical Magnet High School will provide rigorous, high-quality standard-based Designated English Language Development (dELD) and Integrated English Language Development (iELD) instruction to English Learners in grades 9-12 that builds and supports English language proficiency. To do this, we will:

- Provide Professional Development on the EL Essential Instructional Approaches.
- Provide targeted support and intervention to EL students who have not met content standards according to formative and summative assessments.
- Monitor EL student academic progress.

**School Actions****Professional Development/Planning:**

The TSP Adviser will plan and facilitate ELD professional development for designated ELD and Integrated ELD teachers during banked time on Tuesdays. Professional Development will include reviewing ELD standards, EL Language Routines, Constructive Conversations, Academic Language, ELPAC assessment, and iReady to support EL students in their Designated ELD and Integrated ELD classes.

The TSP adviser will train dELD and iELD teachers on ELPAC and iReady data to increase the use of data to inform lesson planning and delivery.

**Implementation:**

The TSP Adviser and administrators will conduct data chats with Designated ELD and Integrated ELD teachers three times a year during the instructional day to analyze EL progress data, including MiSiS reports, iReady reports, and the Focus Dashboard, to develop an English Learner Progress Expectation Plan (ELPEP) to meet the needs of individual students.

TCHR RELEASE DAYS:  $5.999\text{days} \times 603.31 = \$3,619$  During the instructional day, Designated ELD and Integrated ELD Teachers and TSP Adviser (ELD PLC) will utilize the PDSA cycle of continuous improvement to develop lessons that will include the EL Instructional Essential Approaches such as Constructive Conversations, Language routines and strategies for academic vocabulary practice, analyze data from iReady, ELPAC, ELPI and student work samples to determine the next steps to support English Learner students. Consequently, Designated ELD and Integrated ELD Teachers will implement these strategies on a daily basis: Instructional Approaches, Constructive Conversation, Essential Academic Language Routines, and dELD lessons based on ELD standards and content.

TUTOR TCHR X-TIME:  $23.998\text{ hrs} \times \$ 100.55 \times = \$2,413$

Teachers will identify EL students in need of additional reading and writing support early in the Fall 2023 and Spring 2024 semesters to support both designated and integrated ELD students.

One ELD Teacher will provide targeted small group intervention beyond the classroom (outside the basic assignment) twice per week for 1.5 hours for four weeks in the Fall and four weeks in the Spring semesters.

Counselors, ELD Teachers, and the TSP Adviser will meet with EL students to discuss the ELPI and progress toward reclassification (ELPI). Additionally, Counselors and the TSP Adviser will inform EL students' parents of their status and progress toward reclassification three times during the 2024-25 school year.

**Monitor/Evaluation:**

-Designated ELD and Integrated ELD Teachers will assess English Learners' progress by analyzing formative and summative assessment data to determine the next steps.

Administrators and the TSP Adviser will observe Designated ELD and integrated ELD classrooms for evidence of strategy implementation and provide actionable feedback individually and during the ELD PLC meetings.

-ELD teachers, TSP Adviser, and ILT will analyze Summative ELPAC, ELPI, and iReady data once per semester to monitor EL student progress.

-Counselors, ELD Teachers, and TSP Adviser will monitor student progress towards reclassification (ELPI).

**Budget**

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	2,413	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	3,619	0.00	100

**Los Angeles Unified School District  
2024-2025 School Plan for Student Achievement**

**Academic Excellence - Other Academic Content**

**Select all data sources reviewed to address the Pillar.**

- ELPAC
- Whole Child Integrated Data System
- MyData
- Student Grades
- IEP Goals Data
- DIBELS Math
- DIBELS
- School Accountability Report Card (SARC)
- CA Dashboard
- Smarter Balanced Assessment Criteria (SBAC)
- Open Data
- Interim Assessment Blocks (IAB)
- School Experience Survey
- Publisher's Assessments
- Reading Growth Measure
- Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
- College & Career Readiness Survey
- Edulastic
- School Targets Dashboard
- iReady
- FOCUS Dashboard
- English Learner Typology Monitoring Report (ELtMR)

**1. List key findings related to Academic Excellence - Other Academic Content 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***

California School Dashboard Indicators:

<input type="checkbox"/> Academic Indicator ELA
<input type="checkbox"/> Academic Indicator Math
<input type="checkbox"/> EL Progress Indicator
<input type="checkbox"/> Chronic Absenteeism
<input type="checkbox"/> Suspensions
<input type="checkbox"/> College/Career Indicator
<input type="checkbox"/> Graduation

<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input type="checkbox"/> All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

--



Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. **\*Required if this Pillar is addressed.**

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

<b>District Priority</b>								
<b>District Strategies</b>								
<b>Budget</b>								
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  
2024-2025 School Plan for Student Achievement**

Section 16.1

**Joy and Wellness**

Select all data sources reviewed to address the Pillar.

- ELPAC
- Whole Child Integrated Data System
- MyData
- Student Grades
- IEP Goals Data
- DIBELS Math
- DIBELS
- School Accountability Report Card (SARC)
- CA Dashboard
- Smarter Balanced Assessment Criteria (SBAC)
- Open Data
- Interim Assessment Blocks (IAB)
- School Experience Survey
- Publisher's Assessments
- Reading Growth Measure

<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/>	College & Career Readiness Survey
<input type="checkbox"/>	EduLastic
<input type="checkbox"/>	School Targets Dashboard
<input type="checkbox"/>	iReady
<input checked="" type="checkbox"/>	FOCUS Dashboard
<input type="checkbox"/>	English Learner Typology Monitoring Report (ELtMR)
<input checked="" type="checkbox"/>	Other: MiSiS

**1. List key findings related to Joy and Wellness 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**

Francisco Bravo academic and social adjustment metrics maintained above LAUSD's levels. However, we experienced a slight decrease in our graduation rate of 1%. We also saw a small but impactful increase in our students with IEP's and our foster youth enrollment. Analysis of our SES show that students continue to report feeling safe and engaged. However, 10% to 15% of them report not being able to complete assignments on time. Our student's answers lead us to conclude our work to teach self-management and self-efficacy, although in a positive trajectory, continue to be a need. We met our attendance targets last year and are on track to continue on an improvement path. The percentage of students with chronic attendance decreased y 3.7%. The percentage of students with basic attendance decreased by 4.9% and the percentage of students with proficient or advanced attendance increased by 8.7%. However, 16% of our students have chronic attendance and 15% have basic attendance. These issues affect the number of students making appropriate grade level, A-G on track targets, and college readiness targets for all students.

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

The numbers of students who are struggling to stay on track, grade level promotion, A-G on track, and college readiness levels correlate to the number of students reporting difficulty with self-efficacy and self-management skills. We also found that the numbers of students with chronic or basic attendance rates correlate to the A-G, college readiness, and on-track grade-level rates.

California School Dashboard Indicators:

**The activities outlined in 100% Attendance pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

<input type="checkbox"/>	Academic Indicator ELA
<input type="checkbox"/>	Academic Indicator Math
<input type="checkbox"/>	EL Progress Indicator
<input checked="" type="checkbox"/>	Chronic Absenteeism
<input type="checkbox"/>	Suspensions
<input type="checkbox"/>	College/Career Indicator
<input type="checkbox"/>	Graduation

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.**

--

<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input checked="" type="checkbox"/> All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required if this Pillar is addressed.***

During the 2024-2025 school year, the PSA and the I-attend team will hold monthly attendance events to promote and improve student attendance, which will be measured by monthly FOCUS reports showing a decrease in chronic absenteeism, agendas, and sign-ins.

During the 2024-2025 school year, the PSA and I-attendance team will review monthly attendance reports focusing on at-risk/chronically absent students, individually meet with at-risk/chronically absent students, and contact parents as evidenced by Focus attendance reports, PD agendas, sign-ins, and MiSiS contact logs.

During the 2024-2025 school year, 100% of students with chronic and/or basic attendance will be individually contacted by the I-attend team members to help them achieve proficient status, as evidenced in the MiSiS contact log notes.

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required if this Pillar is addressed.***

By June 2025, the percentage of students chronically absent will decrease 3% from 19% to 16% as measured by the Whole Child Platform.

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

<b>District Priority</b>
<input checked="" type="checkbox"/> 2D. Ensure outstanding attendance to support consistent in-class learning
<b>District Strategies</b>
<input checked="" type="checkbox"/> 2D.S2 Engage and build capacity of families to support attendance for students as a shared responsibility

- 2D.S3 Identify root causes for absences and offer comprehensive and schoolwide child welfare and attendance services to students, including tiered and differentiated absence prevention and intervention supports
- 2D.S4 Implement incentive programs for students with regular attendance, including recognition events, attendance “challenges,” and spirit days
- 2D.S5 Leverage school teams to conduct personalized, daily outreach to families of students with low attendance

**School Strategy**

In order to reduce low attendance/Chronic Absenteeism for Chronically Absent students in grades 9 through 12, who report difficulty with self-efficacy and self-management skills, Bravo Medical Magnet will incorporate the following:

1. The I-Attend Team (PSA Counselor, Counselors, Office Tech, community Reps. and Administrator) will develop a system to make daily contact with chronically absent students.
2. Building daily connections with students and families of chronically absent students.
3. Implementing incentive and support programs.
4. Positive behavior support plan that includes multi-tiered systems of support.

**School Actions**

**Planning/PD:**

The PSW and PSA will plan professional development on the 5 Core SEL Competencies and identify strategies to use in the classroom. Furthermore, the PBIS Team will develop a system to address bullying and promote kindness and school spirit. They will also develop student surveys on school climate and social and emotional learning to gauge and monitor student wellness.

During banked-time Tuesdays, subject PLCs will select strategies from the 5 Core SEL Competencies to incorporate in lessons.

In order to address and support chronically absent students and promote daily attendance, Bravo will fund a full-time PSA position. The PSA will plan a school-wide attendance recognition system to encourage and celebrate student attendance. This may include: scheduled monthly attendance challenges, incentives, positive at-home communications, community partnerships, and school spirit days/activities promoting positive attendance on the 25th, 50th, 75th, 100th, and 125th days of school, providing parent workshops and faculty presentations on the importance of school attendance, making home visits, and facilitating restorative-type groups to create positive connections with students. Itinerant Counselor, PSA C - 8h/5d \$160,604

**Implementation:**

The PSW and PSA will provide professional development during Banked Time Tuesdays 3 times a year to all teachers on the 5 Core SEL Competencies and provide strategies to use in the classroom to promote student personal growth, well-being, and positive social interactions. In addition, 9-12 grade teachers will incorporate daily check-in activities and once-a-month community circles in their lessons to promote a sense of community and mutual trust.

In addition, teachers will implement monthly SEL Competencies training to students on topics that include growth mindset, self-efficacy, social awareness, and self-management. They will also implement selected SEL Competencies in lessons.

The PBIS Team will schedule grade-level student assemblies once per semester to promote school spirit, kindness, and to bring awareness around issues of bullying. They will also conduct surveys on school climate and student social and emotional learning at the end of each semester.

The I-Attend Team comprised of PSA Counselor, Counselors, an Office Tech, Administrator, and Community Reps. will meet monthly to monitor and analyze attendance data, identify target students, and plan for personalized contact with parents. Each member of the I-Attend team will be responsible for checking in with chronically absent students and/or parents to identify issues that are causing absences and to refer them to appropriate services and supports such as mental and physical health resources, tutoring, counseling, SSPT support, and restorative practices.

An Office Tech will be funded to coordinate communication with parents of chronically absent students such as: creating appointments to meet with counselors regarding student academic and attendance progress; extending invitations to attend academic, and social emotionally focused workshops for parents; and connecting families to outside resources as necessary. Office Tech 8h/5d \$87,226.

**Monitoring/Evaluation:**

The I-Attend Team will meet monthly to monitor and analyze attendance data, identify target students and plan for personalized contact with parents and the appropriate next steps.

The SSPT Team will also meet monthly to monitor student progress.

The PBIS Team will analyze the School Experience Survey and additional surveys to determine strengths and needs.

Administrators will conduct informal classroom observations to monitor the implementation of SEL Competencies strategies and tra

**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	102,944	1.00	100
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	160,604	0.00	100

**Los Angeles Unified School District  
2024-2025 School Plan for Student Achievement**

Section 17.1

**Engagement and Collaboration**

**All sections are required.**

Select all data sources reviewed to address the Pillar.

- ELPAC
- Whole Child Integrated Data System
- MyData
- Student Grades
- IEP Goals Data
- DIBELS Math
- DIBELS
- School Accountability Report Card (SARC)
- CA Dashboard
- Smarter Balanced Assessment Criteria (SBAC)
- Open Data
- Interim Assessment Blocks (IAB)
- School Experience Survey
- Publisher's Assessments
- Reading Growth Measure
- Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
- College & Career Readiness Survey
- Edulastic
- School Targets Dashboard
- iReady
- FOCUS Dashboard

English Learner Typology Monitoring Report (ELtMR)

**1. List key findings related to Engagement and Collaboration 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**

Focus Reporting and Dashboard- Parent Portal Bravo 2023-2024 81% (1,234) Total registration 1,528 students , District 81%, Local District 75% 2022-2023 73%

School experience survey Fall 2022 72% parent participation

- School Climate-Parent involvement - I attend events in person and online at my child's school, like parent-teacher conferences, assemblies, and school performances 47% agree and 28% strongly agree. Overall 48% agree and 36% strongly agree.

Resource Availability

- I can easily find information about parent workshops or other programs offered at this school 45% agree and 32 % strongly agree

Parent engagement - This school informs me about school activities in different ways 47% , 38%

-I feel welcome to participate at this school 48%, 37%

This school recruits and organizes parent to help and support the school 48% 29%

Overall parent engagement 47% 35%

High Quality Schooling (Academics)

- This school provides instructional resources to help me support my child's education 47% agree 35% strongly agree

- School staff help me understand how to apply for financial aid for college 44% agree 40% agree

- This school provides high quality instruction to my child 46% 43%

The 2023-2024 Parent Portal registration data as measured by the Focus Dashboards show an increase of 9% in the number of students who have at least one parent registered for the Parent Portal from 73% in 2021-2022 to 82% in 2022-2023. In addition, 75% of Bravo parents participated in the Fall 2022 School Survey.

In the area of School Climate, 75% of parents agreed or strongly agreed to the following statement: " I attend events in person and online at my child's school, like parent-teacher conferences, assemblies, and school performances"; 77% agree or strongly agree to the following statement: "I can easily find information about parent workshops or other programs offered at this school"; 85% agreed or strongly agreed to the following statement: "This school informs me about school activities in different ways"; 85% of parents agreed or strongly agreed to the following statement: "I feel welcome to participate at this school"; 85% agreed or strongly agreed to the following statement: "I feel welcome to participate at this school"; 77% of parents agreed or strongly agreed to the following statement: "This school recruits and organizes parent to help and support the school". In the area of Academics, 82% of parents agreed or strongly agreed to the following statement: "This school provides instructional resources to help me support my child's education"; 84% agreed or strongly agreed to the following statement: "School staff help me understand how to apply for financial aid for college"; 89% of parents agreed or strongly agreed to the following statement: "This school provides high quality instruction to my child".

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

Although parent enrollment in the Parent Portal continues to increase, there is still a need to continue registering parents on the platform and providing them with the resources and guidance to use the platform effectively. Bravo's Parent Center is available for in-person and online support for parents to create and use Parent Portal accounts to monitor student academic achievement and attendance. However, since the pandemic, there's been a decrease in parent attendance at school events and workshops. In talking to some of the parents, they shared that Zoom meetings and Zoom workshops work best for them since they don't live around the school area, making it difficult to come to school in person. Bravo is committed to improving communication and outreach needed to increase parent involvement on campus and their children's education; for this reason, Bravo makes the effort to communicate and provide information through Black Board Connect, individual phone calls, Schoology, Bravo Instagram, and Bravo Facebook announcements, as well as having our website updated with important dates and information.

California School Dashboard Indicators:

**The activities outlined in Parent And Community pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)**

Academic Indicator ELA

Academic Indicator Math

EL Progress Indicator

<input checked="" type="checkbox"/> Chronic Absenteeism
<input type="checkbox"/> Suspensions
<input type="checkbox"/> College/Career Indicator
<input type="checkbox"/> Graduation

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.**

<input checked="" type="checkbox"/> English Learners
<input checked="" type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input checked="" type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input checked="" type="checkbox"/> All Students

**Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *\*Required***

Francisco Bravo Medical Magnet High School will provide monthly workshops for parents to provide information on how to support their child's education, such as A-G Requirements, Financial aid, Social-Emotional strategies and support, and College and Career Readiness, as measured by parent sign-ins and agendas.

**Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. *\*Required***

By June 2025, the percentage of students who have at least one parent registered on the Parent Portal will increase 5% from 81% to 86% as measured by the Focus Dashboard.

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

<b>District Priority</b>
--------------------------



3A. Strengthen relationships between families, students, and their schools to improve student success

3B. Provide clear, consistent, and accessible information to the community

**District Strategies**

3A.S2 Develop resources and activities to promote regular school community events that engage family and staff

3A.S3 Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal

3B.S1 Enhance and streamline District and school websites, communication channels, and social media to improve community access to news and information

3B.S2 Ensure all families are connected to the internet and have the training to access technology to promote communication and advocacy for student learning

3B.S6 Communicate with families in multiple languages and modes to best meet their needs

**School Strategy**

In order to increase parent engagement and involvement on campus, Bravo will:

Register parents of students in grade 9-12 on the Parent Portal through hybrid trainings and workshops that will demonstrate how to navigate the platform.

Outreach to parents and incentive to increase parent involvement in workshops and volunteer opportunities.

Build families' capacity to engage in and support student learning by providing workshops, access to technology, and providing opportunities for support.

**School Actions**

Professional Development/Planning:

COMMUNITY REP C 6h/5d \$56,428; COMMUNITY REP C 4h/6d \$43,752.

Community Representatives will be liaisons between the school and the community. Community Representatives will facilitate parent workshops, will conduct parent orientation, provide support and training in the parent portal, and will do community outreach. Community Representatives will be the first point of contact for parents to support and answer questions and direct them to the correct office and services as needed. They will also assist with the translation of school-to-home communication. In addition, they will work to increase awareness of the parent center, school events, programs, workshops, and opportunities for involvement. Parent outreach and communication will include personalized telephone outreach, a Parent Center Calendar and web page, and social media outreach. The Community Representatives will foster a welcoming environment by maintaining a clean and organized Parent Center, promoting meaningful parent engagement activities, and supporting and maintaining the Parent Center calendar of activities. Parents have access to computers and Chromebooks in the Parent Center to build on their computer literacy for the academic success of our students. They can also register for the LAUSD Parent Portal with the assistance of our community representatives and the TSP Adviser. Additionally, Community Representatives and the TSP Adviser will plan and coordinate three parent workshops per month, including but not limited to the importance of attendance, A-G requirements, Financial Aid, College & Career Readiness, effective use of technology, and student academic support at home strategies.

Community Representatives and TSP Adviser will plan weekly Parent Portal workshops to register and guide parents through the different features of the platform to monitor grades, attendance, classwork completion, etc.

CONTRACT. INSTL. SVC \$13,606). Bravo Medical Magnet HS will collaborate and contract with outside agencies and community partners to provide training to our parents and community to increase their capacity to support their students at home. CRECER (&13,606) will provide an 8-week workshop series meant to provide parents with strategies to help adolescents improve their behavior and academic success.

Implementation:

Outreach/Communication to Parents: The Community Representatives will provide direct support and contact and communicate with parents via personal phone calls, Black Board Connect, the School Website, monthly Parent Center Calendars, flyers, and newsletters to disseminate information about school workshop opportunities and programs and maintain strong parent-school communication.

Deliver Parent Workshops: The Community Representatives and TSP Adviser will deliver workshops to support parent technology use, including a step-by-step Parent Portal registration process, Zoom features, and tools to assist parents with the registration process. Parent Portal registration workshops will target parents who are not currently connected to the platform.

Monitoring/Evaluation:

The TSP Adviser will work with the Attendance team and the SSPT to determine whether parents of chronically absent or struggling students may need additional support accessing and using the Parent Portal to support student achievement. The TSP Adviser will also provide monthly Parent Portal reports from the Focus Dashboard to review with the Community Representative and administrators to identify parents/legal guardians who have yet to register and/or link their student to the Parent Portal. The TSP Adviser and Community Reps will review the Schoology platform to support parents with their children's attendance, academic progress, and grades. In addition, the school volunteer applications, school meal applications, Special Education service applications, EL programs, and other resources will be reviewed, and the completion reports will be monitored to ensure most of the parents have access to these resources.

TSP Adviser and Community Reps will monitor parent attendance to workshops and meetings to evaluate strategies to increase parent participation and engagement

**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	56,220	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	13,606	0.00	100
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (4 Hrs / 5 Days)	30524061	N/A	27785	43,614	1.00	100

## Resource Inequities and Evidence-Based Interventions (RI)

### RESOURCE INEQUITIES REVIEW

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

1. What actionable inequities were identified by the school?

**Student Engagement: Based on the 2022-23 Student SES on Academics, only 44% of students agreed or strongly agreed that “my teachers make learning fun.” This survey item had the highest percentage of students who did not agree with the survey statement. Classroom observations by administrators also indicate that even though our students may be compliant and on task, the percentage of classes actively engaged in critical thinking is low in many, though not all, classes. Higher-level classes, such as Advanced Placement, tend to display higher levels of engagement in rigorous learning activities than non-AP classes.**

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

**- Tier 1 support - equitable access to engaging critical thinking activities - student center activities, assessments, and supports**

3. How will the school address these inequities?

**Professional Development (PD): Facing History Ourselves include: - Provide Professional Development strategies to engage students in standards-aligned critical thinking activities that are culturally and linguistically responsive. - Time to regularly collaborate with colleagues to plan differentiated and engaging lessons that incorporate Tier 1 small group intervention structures and relevant instructional strategies - Time to regularly analyze student data, including student work that results from implemented strategies, and determine next steps (PDSA Cycle). - Opportunities for teachers to participate in peer observation to watch demonstration lessons by master teachers and to get feedback when trying new strategies and Tier 1 small group intervention structures - Implement instructional rounds at least once per semester to collect and analyze a snapshot of schoolwide instruction and inform professional development 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.

**At least 45% of our students reside outside the 5-mile radius. This impacts student access to support services, such as the Grade improvement Boost Program, after-school in-person tutoring, and other enrichment opportunities.**

## Page 1

## EVIDENCE-BASED INTERVENTIONS

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

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

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

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

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

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

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

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

<input type="checkbox"/> What Works Clearinghouse
<input checked="" type="checkbox"/> Evidence for ESSA

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

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

New  
 Continuing

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

**-Facing History and Ourselves**

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

**Facing History and Ourselves provides professional development for teachers to promote students' humane and informed citizenship by addressing racism, prejudice, and antisemitism using historical case studies. It connects historical events, human behavior and decision-making, and the social and moral challenges that students confront in their daily lives. Teachers are encouraged to use student-centered pedagogy to create positive and engaging learning environments in the classroom. We will draw from the free online resources the Hammer Family Foundation made possible.**

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

**During 2024-2025, 60% of teachers will implement the Facing History Ourselves methodology, as shown by Administrative classroom observations.**

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.

**N/A**

## TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

**1. Comprehensive needs assessment:** The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

**2. Schoolwide reform strategies:** Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

**3. Preparation for and awareness of opportunities for postsecondary education and the workforce:** Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Bravo High School offers 17 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 both virtually an in person at Francisco Bravo Medical Magnet High School.. With respect to prevention of problem behavior, we offer :several mentor programs in partnership with USC- Medical School they are Student to Student, STAR research program, and the USC pipeline. We offer a summer intervention Bridge Program for students to engage in, after school tutoring and counseling groups during and after school. These groups address social-emotional needs, such as healthy relationships, stress management, as well as basic skills for success in high school. The Student Support Progress 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 in need of mental Health Support, are referred for individual counseling. Services may be rendered at BRAVO HS so that students will not have to leave school or lose instruction. We have support services for students in the form of a Pupil Services Attendance Counselor , a Psychiatric- Social worker, an additional Academic counselor and a School Psychologist. Francisco Bravo HS has After School Tutoring that is held in person and virtually to support students in Math, English, Science, and Social Studies. There are ELD and RSP teachers offering support in the core subjects as well.

**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.

Francisco Bravo Medical Magnet High School developed the Schoolwide Program Plan with the involvement of parents and other members of the community. The English Language Advisory Committee, composed of parents of English Learner students, made their recommendation to SSC in October, November, January, February, and March to ensure their suggestions would be included in the SPSA. Additionally, parents shared their opinions and recommendations for our Schoolwide Program Plan during the Annual Title I meeting, during the Budget Development presentation in Coffee with the Principal, and during the development of the School Compact and the Parent and Family Engagement Policy. SSC parent members also had the opportunity to share their opinions and recommendations regarding the School-wide Program Plan. Finally, the Teachers and staff participated in evaluating school data and reviewed the 2023-2024 goal of the School-wide Program Plan to assess the school needs and provide recommendations for the 2024-2025 SPSA.

**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:**

Region East will continue to support schools with the implementation of Data-Driven Instruction (PDSA- Plan, Do, Study, Act) cycles that support a culture of continuous improvement and multi-tiered systems of support (MTSS) grounded on progress monitoring data that is frequent and actionable around Tier 1, Tier 2, and Tier 3 instruction.

School leaders will have opportunities to hone their skills for facilitating these practices in principals’ meetings, in meetings with their principal supervisors, in professional learning committees (PLCs), in Cadre meetings, and one-on-one as needed. School leaders and school site instructional coaches will support teachers with implementation of the units of study and the PDSA cycles planned at the Region East backwards planning sessions. Classroom observations and feedback will focus specifically on those lessons and opportunities for the analysis of student work will be factored into the Professional Development (PD) calendar.

Creating a Data-Driven Culture: Monitoring the implementation of a “data-driven culture” through yearly calendaring of assessments and data digs/chats, ongoing professional development on PDSA, leveraging human resources to build teacher/ILT team efficacy and agency.

Systems and Structures for Assessment: Strategically utilize district and school adopted formative assessments, progress monitoring, and authentic student work to assess and reassess towards mastery of grade level standards. Frame formative assessments as a transparent starting point to backwards plan with the end in mind by creating clear, standards aligned learning target criteria and rubrics.

Analysis of Data to Guide Teaching and Student Learning: Creating the conditions and structures for student learning through deep analysis of district adopted formative assessments (iReady) and results, authentic student work samples and exemplars, and identifying gaps in student learning.

Action Planning for Reteaching, Assessment, and Follow-up: Creating inclusive action plans and differentiated professional development for re-teaching, re-engagement, ongoing assessment, follow-up, and accountability. Supporting the structures for effective small group instruction to allow for the implementation of personalized action plans for students.

## Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	0.00 65,950	0.00 0	0.00 0	0.00 0	0.00 0	0.00 65,950
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs)	<input type="checkbox"/>	0.00 12,943	0.00 0	0.00 0	0.00 0	0.00 0	0.00 12,943
10420 10420 - TCHR AUXILIARY	<input type="checkbox"/>	0.00 47,566	0.00 0	0.00 0	0.00 0	0.00 0	0.00 47,566
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 3,574	0.00 0	0.00 0	0.00 0	0.00 0	0.00 3,574
107762 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	<input type="checkbox"/>	4.00 55,580	0.00 0	0.00 0	0.00 0	0.00 0	4.00 55,580
10868 10868 - COUNS SEC C1T 26/09 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 143,217	0.00 0	0.00 0	0.00 0	0.00 0	1.00 143,217
11458 11458 - ADMINISTRATOR X	<input type="checkbox"/>	0.00 4,445	0.00 0	0.00 0	0.00 0	0.00 0	0.00 4,445
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	0.00 160,604	0.00 0	0.00 0	0.00 0	0.00 0	0.00 160,604
14690 14690 - COUNS X (NON-TUTOR)	<input type="checkbox"/>	0.00 6,492	0.00 0	0.00 0	0.00 0	0.00 0	0.00 6,492
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00 25,038	0.00 0	0.00 0	0.00 0	0.00 0	0.00 25,038
15261 15261 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 143,217	0.00 0	0.00 0	0.00 0	0.00 0	1.00 143,217
15264 15264 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 143,217	0.00 0	0.00 0	0.00 0	0.00 0	1.00 143,217
20382 20382 - ED AIDE III C 1T/5 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 65,177	0.00 0	0.00 0	0.00 0	0.00 0	1.00 65,177

26288	<input type="checkbox"/>	1.00	102,944	0.00	0	0.00	0	0.00	0	0.00	0	1.00	102,944
26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)													
27785	<input type="checkbox"/>	2.00	99,834	0.00	0	0.00	0	0.00	0	0.00	0	2.00	99,834
27785 - COMMUNITY REP C (4 Hrs / 5 Days)													
40339	<input type="checkbox"/>	0.00	1,001	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,001
40339 - H&W WC&PERS BENADJ													
50002	<input type="checkbox"/>	0.00	0	0.00	0	0.00	13,606	0.00	0	0.00	0	0.00	13,606
50002 - CONTR INSTRL SVC													
50174	<input type="checkbox"/>	0.00	16,900	0.00	0	0.00	0	0.00	0	0.00	0	0.00	16,900
50174 - CURRICULAR TRIPS													
50243	<input type="checkbox"/>	0.00	13,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	13,000
50243 - SOFTWARE LICNS MAINT													
40239	<input type="checkbox"/>	0.00	5,806	0.00	0	0.00	278	0.00	0	0.00	0	0.00	6,084
POTENTIAL FNDING VAR													
40261	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION													
<b>Total</b>		11.00	<b>1,116,505</b>	0.00	<b>0</b>	0.00	<b>13,884</b>	0.00	<b>0</b>	0.00	<b>0</b>	11.00	<b>1,130,389</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**