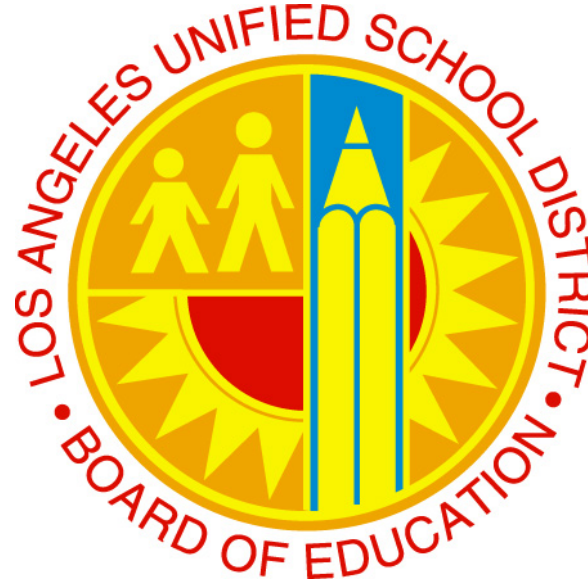


Los Angeles Unified School District
School Plan for Student Achievement

2019-2020

Implementation

MOUNT GLEASON MS (1824001)



Superintendent
Austin Beutner

Board Members

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

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SCHOOL IDENTIFICATION

School Name: MOUNT GLEASON MS (1824001)

Local District: NE

CDS Code	County		District					School						
		1	9	6	4	7	3	3	6	0	5	8	1	6

For additional information on our school programs contact the following:

Principal: MINKE, CHERYL M

E-mail address: cminke@lausd.net

SPSA Designee: SMART, MARIA Position: SECONDARY TEACHER

E-mail address: mts1096@lausd.net

School Address: 10965 MT GLEASON AVE, SUNLAND, CA 91040

School Telephone Number: 8189512580

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.

ARI BENNETT



06/25/2019

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

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

Local District Superintendent or designee	ARI BENNETT <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>06/25/2019</u> <i>Signed Date</i>	
Local District EL Compliance Coordinator	CYNTHIA DIAZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>08/15/2019</u> <i>Signed Date</i>
Local District PACE Administrator	PATRIZIA PUCCIO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/20/2019</u> <i>Signed Date</i>
Local District Title I Coordinator	ANTHONY KARCH <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>08/29/2019</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)	03/19/2019	Sediak Nerssisian

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

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

03/21/2019

School plan approval appears in SSC Minutes.

Date

Attested:

Joseph Verdad



03/21/2019

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

MINKE, CHERYL



03/21/2019

Typed name of school principal

E-Signature of School principal

Date

2019-2020 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"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	468,930	70,180	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	61,774	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	7,018	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	11,025	0	
Total amount of categorical funds allocated to this school:	Amount: \$			548,747

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Allocation

District Mission Statement

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

Local Educational Agency (LEA) Plan Goals

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

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

- Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects
- Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

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

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

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

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

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

2016-17 District Professional Development Priorities:

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

District Core Program for All Students:

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

Curriculum focus-2016/2017

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

Instructional focus-2016/2017

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

Assessment focus-2016/2017

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

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

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

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

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

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

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

Mount Gleason Middle School is an educational community focused on guiding adolescents toward academic success through innovative thinking, creative problem solving, and working cooperatively in order to become responsible citizens, productive community members, and lifelong learners.

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?)

Mount Gleason Middle School is committed to providing each student a rigorous, standards-based instructional program in a safe learning environment. We value all stakeholders’ voices as we support academic and social-emotional growth by teaching essential content knowledge and skills with real-world applications. Mount Gleason models respect and responsibility as our strategies nurture students’ successful transition from elementary to high school and beyond as college and career-ready young adults.

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

<p>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/</p>
<p>Mount Gleason Middle School is located in the Sunland/Tujunga area of the San Fernando Valley. Nestled within the foothills, this beautiful campus was built in 1958 and opened in 1959. Students and staff enjoy a picturesque view of the San Gabriel Mountains and breathe in the wonderful pristine air. The Mount Gleason campus resembles a small ivy league university with its beautiful brick buildings and lovely green landscaping.</p> <p>The Northeast community (Sunland/Tujunga) is 36% White with many speaking Armenian. The rest of the community is comprised of multiple ethnic groups with 52% being Latino. 78% of our students qualify for free/reduced lunch. In this predominantly working-class community, 22% of the residents have earned a 4-year college degree. With that said, we have been developing a strong college-going culture to help our students graduate from high-school and beyond. We feed into Verdugo Hills Senior High-School, another LAUSD Board 6 school.</p> <p>We have 828 bright, energetic, kind students on our campus who receive a diverse, rigorous learning experience. We are very proud that 26% of our students reclassified last school year and are now English proficient, exceeding the district's goal of 22% reclassification thanks to our stellar faculty!</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>We serve students in grades 6, 7, and 8.</p>
<p>3. Indicate student enrollment figures:</p>
<p>Our total enrollment is 828 students: -6th Grade: 290 -7th Grade: 274 -8th Grade: 264</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>

76% of our students were identified as low-income based on the Title I ranking.

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

The students' racial/ethnic make-up is as follows: 54.7% Hispanic, 35.2% White, 4.8% Asian/Filipino/Pacific Islander, 2.3% Black, and 0.1% American Indian/Alaska Native. Our students' Language Classification is as follows: 50.4% English Only, 11.6% Initially Fluent English Proficient, 10.3% Limited English Proficient, 27.6% Reclassified Fluent English Proficient.

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

The school will share individual student academic assessment results through the mail using standard District and School letters in the parents' home language, detailing the purpose of the assessments and explanation of results. In addition, parents will be provided with the name and telephone numbers of school personnel with whom they can meet to discuss assessments in a language they can understand. For schoolwide workshops and orientations regarding assessments, translation of documents and presentations are made available. The Parent Center provides translation support in Spanish and Armenian for visiting parents and during conferences.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

<input checked="" type="checkbox"/>	Title I Schoolwide Program (SWP)
<input type="checkbox"/>	Title I Targeted Assistance School (TAS)
<input checked="" type="checkbox"/>	Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input type="checkbox"/>	Extended School-Based Management Model (ESBMM)
<input type="checkbox"/>	Local Initiative School (LIS)
<input type="checkbox"/>	Pilot School
<input type="checkbox"/>	Public School Choice (PSC)
<input type="checkbox"/>	Partnership for Los Angeles Schools (PLAS)
<input type="checkbox"/>	L.A.'s Promise
<input checked="" type="checkbox"/>	Professional Learning Community (PLC)
<input type="checkbox"/>	Small Learning Community (SLC)
<input checked="" type="checkbox"/>	Other: Other: Dr. Russell Quaglia's Student Voice and Aspirations
<input checked="" type="checkbox"/>	Other: Other: ACS WASC Middle School Pilot
<input checked="" type="checkbox"/>	Other: Other: Gifted/High Ability Magnet
<input checked="" type="checkbox"/>	Other: Other: STEAM Magnet (Opened in the 2017-2018 School Year)
<input checked="" type="checkbox"/>	Other: Other: After-School All Stars & Youth Services

Other important characteristics of the school:

413 students are enrolled in the main school at Mount Gleason Middle School, 219 students are enrolled in the STEAM Magnet school, and 194 are enrolled in the Gifted Magnet School. All three academic pathways provide a diverse, rigorous learning experience.

Amid all three instructional pathways, 16% receive services through various Special Education programs. 22.6% of our parents/guardians have registered for a Parent Portal account to monitor their child's progress in school and support their achievement.

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	The School Site Council (SSC) sought and considered recommendations from students, parents, teachers, and other stakeholders before adopting the SPSA. This council includes student, teacher, parent, and staff representatives, who review school data and student needs, and then create goals and allocate funds to support and strengthen the instructional program and increase student achievement and academic growth.	09/13/2018, 02/14/2019, 10/11/2018, 03/21/2019, 11/14/2018, 04/25/2019, 12/06/2018
<input checked="" type="checkbox"/> English Learner Advisory Committee	The SPSA was developed with the review and advice of the members of the ELAC committee. This group looked at the school data from the SBAC, CELDT, and School Accountability Report Card. Its members looked at the measurable objectives and compared them to the data to verify if the school's goals were met. The group made recommendations to address the barriers facing student achievement and produced a list of strategies, actions or interventions to be included in our SPSA.	09/11/2018, 02/12/2019, 10/09/2018, 03/19/2019, 11/06/2018, 03/19/2019, 01/22/2019
<input checked="" type="checkbox"/> Professional Learning Community (PLC)	Certificated and classified staff were involved in the Professional Learning Community process. The PLC's were assigned to review data, evaluate strategies, create goals, and draft common assessments. The PLC's then came up with strategies to identify and address student learning gaps. The groups developed a variety of new strategies, actions, goals, and interventions to be included in the SPSA.	09/25/2018, 10/02/2018, 03/05/2019, 05/07/2019
<input checked="" type="checkbox"/> WASC Focus Groups	A self-selected team comprised of teachers, coordinators, and administrators met to review our school's organization, curriculum, instruction, assessments, accountability, and school climate to discuss our major achievements and major needs. This extensive, detailed report informed our SPSA.	01/29/2018, 04/30/2019, 05/14/2019

Los Angeles Unified School District
2019-2020 School Plan for Student Achievement

100% GRADUATION AND BEYOND

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

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

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

Class Grades for ELA & Math

- 1) Based on the 2017-18 student grades, 85% (2% decrease) of students earned a grade of C or higher in English Language Arts.
- 2) Based on the 2017-18 student grades, 82% (7% increase) of students earned a grade of C or higher in Mathematics.
- 3) When averaged, 81.75% of students earned a grade of C or higher in English Language Arts and mathematics.

SBAC Test Scores for ELA & Math

- 1) Based on SBAC 2016-17 data, 44% (decrease of 3%) of students scored meets or exceed standards in English Language Arts. (46% RFEPS and 0% English Learners)
- 2) Based on SBAC 2016-17 data, 34% (increase of 9%) of students scored meets or exceed standards in Math. (36% RFEPS and 0% English Learners)
- 3) Based on SBAC 2017-18 data, 43% (decrease of 1%) of students scored meets or exceed standards in English Language Arts as indicated in the Smarter Balance Test Results from the California Department of Education.
- 4) Based on SBAC 2017-18 data, 32% (decrease of 2%) of students scored meets or exceed standards in Math as indicated in the Smarter Balance Test Results from the California Department of Education.

School Experience Survey 2017-18:

- 1) 86% of parents agree, "School staff expect my child to graduate from high school."
- 2) 68% of parents state, "School staff help me understand which A-G courses my child needs to take to graduate from high school."

School Experience Survey 2018-2019:

- 1) 90% (increase of 4%)of parents agree, "School staff expect my child to graduate from high school."
- 2) 84% (increase of 16%) of parents state, "School staff help me understand which A-G courses my child needs to take to graduate from high school."
- 3) 84% of the students know which A-G courses they need to pass with a C or better to get into college.

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

1) SBAC testing date and course grades do not correlate:

- English Language Arts 2018 SBAC scores indicate that 43% of ALL students met or exceeded standards while 2018 students grades indicate that 85% of the students earned a grade of C or better.
- Mathematics 2018 SBAC scores indicate that 32% of ALL students met or exceeded standards while 2018 students grades indicate that 82% of the students earned a grade of C or better.

2) The District's pass rate of "D" or better is not an accurate indicator of students' proficiency in meeting the ELA or Math standards.

3) According to our EL Coordinator, students have varied language levels that interfere with reading and analyzing information from multiple forms of text.

4) Students lack accessibility to academic technology and support at home. They have accounts on Schoology and StudySync, but they need a device and Internet to connect to classwork.

5) Students sometime lack prior knowledge of vocabulary, concepts, and cultural references included in the SBAC.

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

N/A

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

- 1) Continue our "Read 180" intervention class for students not meeting proficiency levels in reading; adding frequent library visits for these classes.
- 2) Continue with our Advanced ELD course for all English Learners who have not reclassified as English proficient; use new LCD Projector purchased for Title 1 students.
- 3) Appropriate supplemental reading and language development materials used in all ELA classes. For Integrated ELD, teachers will use "Access Handouts" to support ELD students.
- 4) Continue to provide math intervention programs during and after school which target all grade levels of students not meeting standards in mathematics.
- 5) Continue with "Catch-Up Cafe" math tutoring during lunch in the library to target 6th grade students currently not meeting standards, receiving a grade of D or less, and/or in need of extra support and one-on-one tutoring.
- 6) Continue to support our library aide with a 6 hour assignment. Continue to have the library accessible to students before, during, and after school to provide them with enrichment reading material and accessibility to computers and printers.
- 7) Provide Parent Workshops on Changing A-G Graduation Requirements, CA Dashboard, and the Importance of Attendance. Share and post resources from the workshops with all stakeholders.
- 8) Hold an annual book fair, encouraging all staff, students, and parents to participate in this week-long literacy event.
- 9) Hold our annual Math Night and Pi Day to make learning math more engaging.
- 10) To address the difference between SBAC scores and academic marks, we will create a document that specifically juxtaposes students' grades in English & Math with their scores on the SBAC in English & Math. This clarity will show which students are achieving high marks in class but not on SBAC, so that these students can be targeted for further intervention/support to achieve on the state tests.

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

N/A

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

The percentage of all students who earn a grade of C or higher in English Language Arts will increase 3% by June 2020.

The percentage of all students who earn a grade of C or higher in Mathematics will increase 3% by June 2020.

The percentage of parents who agree that the school staff expects their child to graduate will increase 3% (to 93%) on the 2020 Annual Parent School Survey.

The percentage of parent that feel the school staff helps them understand the A-G requirements will increase 3% (to 87%) on the 2020 Annual Parent School Survey.

The percentage of students who know which A-G course requirement they need to pass with a C or better to get into college will increase 3% (to 87%) on the 2020 Annual Student School Survey.

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

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

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

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
Middle School College and Career-Readiness Coach (MSCCR Coach): To ensure our at-risk students in middle school are prepared for A-G courses and will be successful in graduating from high school as college and career ready young adults, the District has provided funding to Title I middle schools to purchase a .5 MSCCR Coach. The Coach will collaborate and partner with the local district and school site instructional staff, school personnel, parents, and the community to ensure data-driven, results-based support services and programs are provided for all at-risk students. The coach will primarily be responsible for identifying achievement gaps, utilizing multiple data points for early alert data to inform intervention and support, assisting with McGraw Hill's StudySync Curriculum, integrating instructional technology, and providing a bridge of support as at-risk students transition into high school.				08/20/2019 06/12/2020	Principal will meet with the MSCCR Coach, observe her professional developments & presentations, and review student data to determine that goals are met.			
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA-T1 C&C Coach(7T124)	1000	14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425405	N/A	14188	60,997	1.00	50
CE-ESSA-T1 C&C Coach(7T124)	1000	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	770	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will analyze data and plan lessons which help students become more aware of A-G requirements and ensure the following: <ul style="list-style-type: none"> • Each students will be able to successfully complete the School Experience Survey, stating that they are aware the A-G requirements. • Each 7th grade student will complete a college and career-themed project & presentation. • Each 8th grade student will compile a personal portfolio of college and career aspirations. 	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.
In the Library Media Center, the Library Aide will use library skills & expertise to provide assistance to all students & teachers with supplemental instruction & resources in English Language Arts as well as math & science. The Library Aide will provide additional support to all Title 1 students so they may meet/exceed grade-level standards as shown on the report cards and SBAC scores.	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate to determine if goals and objectives are being met.
The library needs more current resources to support student achievement in math & science. Library will support student research, reading proficiency, and mastery of content standards in math & science by purchasing nonfiction books on math & science topics with real world applications such as math in sports, math in the workplace, math in travel, etc. as well as science careers and science experiments.	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate to determine if goals and objectives are being met.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will use gizmos software to support and supplement student learning and achievement.	08/20/2019 06/12/2020 New	The Principal, Leadership Team, Department Heads, and PLC Leads will monitor grades as well as Interim Assessment data to determine the effectiveness of the software.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)		Select	NS463980	N/A		0	0.00	100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
College and Career-Readiness Coach with differential will: <ul style="list-style-type: none"> • Monitor the progress of at-risk students. • Support engaging activities that support students' understanding and engagement. • Provide ongoing academic support to students (tutoring, mentoring, recognition, Schoology, and personal growth opportunities). 	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.
Tutor Teacher X-Time to provide before and after school tutoring to at-risk students or students not making academic progress on District and State standardized tests or meeting grade level standards as shown by course grades.	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

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

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : 100% Graduation*
 *Required if any Focus Area above is addressed.

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Community Representative will be trained to work closely with the attendance office, PSA, and CPA to maintain contact with parents of students who have chronic absences and provide workshops to inform parents of the importance of regular school attendance and the correlation between attendance and meeting academic standards leading to graduation and college and career readiness.</p> <p>Joint Parent Workshops/Coffee with the Principal will be held in the Parent Center. One workshop will be devoted to helping parents understand the A-G Graduation Requirements, with an emphasis on achievement strategies in ELA & Math (i.e. homework support at home, school & public library use, reading strategies, math problem-solving strategies) and one workshop about the importance of attendance in connection to student achievement.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.</p>

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

Los Angeles Unified School District
2019-2020 School Plan for Student Achievement

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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

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

Based on results from the 2018 CA Dashboard, the key findings as related to ELA are as follows for grades 6-8:
 All students scored 17 points below standard in ELA. This represents a maintained score of -1.3 points.
 All students with disabilities scored 111.1 points below standard in ELA. This represents a decline of 6.9 points.
 All English Learners scored 78.5 points below standard in ELA. This represents a maintained score of 1.2 points.
 All Hispanic students scored 36.1 points below standard in ELA. This represents a decline of 5 points.
 All Socioeconomically Disadvantaged students in grades 6-8 scored 30.1 points below standard in ELA. This represents a maintained score of .7 points.
 All students in our Homeless subgroup in grades 6-8 scored 50.5 points below standard in ELA. This represents an increase of 10.8 points.

ENGLISH LANGUAGE ARTS DATA COMPARISONS CA DASHBOARD (English Learners):
 All Current English Learners scored 116.1 points below standard. This represents an increase of 8.9 points.
 All Reclassified English Learners scored 55.1 point below standard. This represents a decline of 8.6 points.
 All English Only students scored 15.5 points below standard. This represents a decline of 5.9 points.

DATE RETRIEVED FROM caaspp.cde.gov - SMARTER BALANCE TEST RESULTS:
 Based on the 2017-2018 SBAC results in ELA, 39% (+6%) of 6th graders, 41.13 % (+9%) of 7th graders, and 47.6 % (no change) of 8th graders met or exceeded the standards.
 Grades: Based on the 2017-2018 student grades overall, 85% (2% decrease) of students earned a grade of C or higher in English Language Arts.

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

SBAC data and course grades do not correlate. While 42.65 if ALL students in grades 6-8 meet or exceed standards on the 2018 SBAC, 85% earned a grade of C or better in English.
 Issues affecting student proficiency:
 1) District pass rate of "D" or better is not an accurate indicator of students' proficiency in meeting the ELA standards.
 2) Students have varied language levels that interfere with reading and analyzing information from multiple forms of text.
 3) Students lack accessibility to academic technology and support at home.
 4) Students and teachers still are adjusting to the new Study Sync curriculum now in its third year of adoption.
 5) Students did not have access to the school library or its resources until the Spring of 2018. Up to this time, the library had not been used for six years.

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

N/A

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

- 1) Continue with Read 180 support classes for all students who are not meeting proficiency levels in Reading Inventory standards. Additionally, add frequent library visits.
- 2) Targeted support for Advanced ELD for EL students who have not reclassified. Use the new LCD projectors to support SDAIE strategies for language acquisition.
- 3) Appropriate supplemental reading and language development materials used in all ELA classes. For Integrated ELD, teachers will use "Access Handouts" to support ELD students.
- 4) Monitor students' language ability and progress to develop StudySync pacing plans in PLCs.
- 5) Ensure all students have access to the library space and checking out books.
- 6) Explicitly teach "speaking & listening" strategies which support reading & writing, such as StudySync audios, alliterative exercises, and spelling bees.
- 7) Develop reading comprehension for SBAC through vocabulary-building, reading library books in their lexile level, and read books out loud.
- 8) Targeted intervention/supports for students who are near or approaching standards, and share best practices within the departments.
- 9) Focus on improving 6th grade ELA scores through appropriate curriculum and instruction.
- 10) Offer incentives for students who are working hard to meet standards. Recognize students for their achievements.
- 11) Mount Gleason will partner with Pizza Hut's BOOKIT incentive program to encourage students to read more.
- 12) Mount Gleason will offer tutoring programs after school which will target students struggling academically based on both their academic grades and SBAC scores.
- 13) Mount Gleason will continue to partner with the local Los Angeles Public library to encourage and promote literacy.

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

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

By June 2020, ALL students in grades 6-8 will decrease the average distance from the standard score from -17.0 to -7.0 as measured on the 2020 CA Dashboard in ELA.

By June 2020, all students in grades 6-8 with DISABILITIES will decrease the average distance from the standard score from -111.1 to -101.1 as measured on the 2020 CA Dashboard in ELA.

By June 2020, all ENGLISH LEARNERS in grades 6-8 will decrease the average distance from the standard score from -78.5 to -68.5 as measured on the 2020 CA Dashboard in ELA.

By June 2020, all HISPANIC students in grades 6-8 will decrease the average distance from the standard score from -36.1 to -26.1 as measured on the 2020 CA Dashboard in ELA.

By June 2020, all SOCIOECONOMICALLY DISADVANTAGED students in grades 6-8 will decrease the average distance from the standard score from -30.1 to -20.1 as measured on the 2020 CA Dashboard in ELA.

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

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

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

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status		Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
Staff Training Rate: Staff will attend Professional Developments outside of the regular assignment: <ul style="list-style-type: none"> • Train teachers on effective practices to support implementation of CCSS standards. • Train teachers on effective practices to utilize adopted curriculum such as ELA StudySync and CA Math. • Increase knowledge of, and strengthen instructional strategies to include, but limited to: ELA strategies, SDAIE strategies, RTI2, and Differentiated Instruction. 				08/20/2019 06/12/2020		Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.		
Staff Conference: Teachers will attend conferences on the following... <ul style="list-style-type: none"> • Train teachers on effective practices to support implementation of CCSS standards. • Increase knowledge of, and strengthen instructional strategies to include, but limited to: ELA strategies, SDAIE strategies, RTI2, and Differentiated Instruction. • Conferences may include, but not limited to: California League of Schools, Association of Middle Level Educators, California Mathematics Association, Association for Supervision and Curriculum Development, Association of California School Administrators, Women in Leadership Summit, California Association for Bilingual Education, National Association for Bilingual Education, California School Library Association, American Library Association, Gifted & Talented/GATE, Differentiation, California Council for the Social Studies, Computer Using Educators, Advisory: AVID and Wildwood, Project-Based Learning, California Science Education Conference, STEAM, ISTE - International Society for Technology in Education, National Conference on School Discipline, International Bullying Prevention Association, and California League of Middle Schools. 				08/20/2019 06/12/2020		Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.		
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	11316 - STAFF TRNG R 1 CERT	N/A	N/A	11316	0		100

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

Strategies								

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teachers will analyze data and plan lessons which help students become more aware of their academic needs. Teachers of English Language Arts will meet as a PLC to plan lesson utilizing cooperative learning strategies that address the barriers affecting student achievement. EL students' needs will be met during Integrated ELD to access the core in the following ways:</p> <ul style="list-style-type: none"> . Teachers of EL and LTEL will provide instruction following CA ELD standards to enhance the understanding of different types of texts to comprehend language structure, expand and enrich ideas, and connect and condense ideas across the curriculum to develop the speaking, reading, writing, and listening aspects of language. Students will engage in group discussions with their peers on written assignment and research topics. . Teachers of EL and LTEL students will provide instruction that emphasizes the implementation of reading non-fiction and literary texts focusing to understand how meaning is conveyed explicitly and implicitly through language. Accordingly, ELA teachers will coordinate visits to the library where EL and LTEL students check out books in their zone of proximal development to support reading development. . Teachers of EL and LTEL students will use a variety of tools such as graphic organizers & bubble maps, Cornell notes/Sketch notes, and conversation starters to support the specific needs of English Learners. . School will provide opportunities for teachers of EL and LTEL students to participate in "lesson study" and sharing of "best practices" that support the language growth and development of EL and LTEL students across the curriculum. 	<p>08/20/2019 06/12/2020</p>	<p>Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.</p> <p>EL and LTEL students' progress will be monitored through class grade % in Schoology for their Integrated classes, progress report cards, SBAC scores, ELPAC score, and reclassification progress.</p>
<p>Teacher Aide – Degree Track: Bilingual teacher assistant working under the direct supervision of a highly-qualified classroom teacher to provide primary language support and access to core curriculum for EL students.</p>	<p>08/20/2019 06/12/2020</p>	<p>Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment.</p> <p>Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.</p>
<p>Microcomputer support: To maintain technological equipment for daily student instructional use. Provides support to all students by installing personal computer systems for student use and categorical program personnel to troubleshoot hardware and software malfunctions. To provide differentiation, increase student engagement, provide varied methods of standards-based assessments. To provide student with access to research-based ELA projects to adapt to new academic expectations based on Common Core State Standards.</p>	<p>08/20/2019 06/12/2020</p>	<p>Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment.</p> <p>Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.</p>
<p>In the Library Media Center, the Library Aide will use library skills & expertise to provide assistance to all students & teachers with supplemental instruction & resources in English Language Arts. The Library Aide will provide additional support to all Title 1 students so they may meet/exceed grade-level standards as shown on the report cards and SBAC scores.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal and Leadership Team will monitor and evaluate to determine if goals and objectives are being met.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	25690 - ITSUPPORT TECH C1T/4 (6 Hrs / 5 Days)	30092642	N/A	25690	60,366	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	30411665	N/A	10600	18,599	1.00	100
CE-ESSA T1 Schools(7S046)	0	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	5,521		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will provide before and after school-tutoring to assist at-risk students in achieving proficiency in English Language Arts based on current data.	08/20/2019 06/12/2020	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

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	46,561		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The Community Representative will provide workshops to parents about supporting students at home, becoming a volunteer, and computer literacy to access the Parent Portal.	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

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

Los Angeles Unified School District
2019-2020 School Plan for Student Achievement

ACADEMIC GOAL — MATHEMATICS

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

<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input checked="" type="checkbox"/> MyData
<input checked="" type="checkbox"/> Student Grades
<input checked="" 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 checked="" type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A

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

Based on results from the 2018 CA Dashboard, the key findings as related to Mathematics are as follows for grades 6-8:

All students scored 52 points below standard in Mathematics. This represents a decline of 6.9 points.

All English Language students scored 111.4 points below standard in Mathematics. This represents a maintained score of -2.4 points.

All students with disabilities scored 162.3 points below standard in Mathematics. This represents a maintained score of -0.5 points.

All Hispanic students scored 73.9 points below standard in Mathematics. This represents a decline of 6.9 points.

All Socioeconomic Disadvantaged students scored 66.9 points below standard. This represents a decline of 5.9 points.

All White students scored 25.1 points below standard in Mathematics. This represents a decline of 9.4 points.

All Current English Learners scored 146.8 points below standard in Mathematics. This represents a maintained score of .1 points.

All Reclassified English Learners scored 89.3 points below standard in Mathematics. This represents a decline of 8.2 points.

All English Only students scored 55.4 points below standard in Mathematics. This represents a decline of 11.1 points.

Based on the 2017-2018 SBAC results in Math, 32.6% (+.36%) of 6th graders, 25.1% (-12.6%) of 7th graders, and 38.15 % (+5%) of 8th graders met or exceeded the standards.

Based on the 2017-2018 student grades, 82% (7% increase) of students earned a grade of C or higher in Mathematics.

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

1) SBAC data and grades do not correlate. SBAC scores percentages are much lower than the C passing grade percentage. Ideally, both percentages should match.

2) Students experience difficulties in understanding language-driven Math questions.

3) Many students have limited experience taking exams on a computer based platform.

4) Many English Learners (ELs) are unable to explain in writing the process of solving math equations on a step-by-step basis.

5) There was not sufficient time in the semester to cover all of the standards required on the SBAC.

6) There were faculty vacancies in the math department - specifically in the 7th grade - which resulted in inconsistencies in the curriculum and lack of Depth of Knowledge in learning.

7) Math Intervention classes were offered too late in the semester. The after school program was on a voluntary basis and did not target all struggling learners. Additionally, the Math Intervention Program was only offered and targeted towards 8th graders who earned a fail in math on their Fall progress report.

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

N/A

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

- 1) Teachers will be given time to pre-plan for the new school year.
- 2) Teachers will continue to meet in their PLCs to evaluate the department's pacing plan as well as develop common assessments.
- 3) For EL students in the regular classroom, teachers will use integrated ELD instructional strategies such as SDAIE and Title 1 TA support.
- 4) The school will continue to fund the after school Intervention Program. Students with a grade of Fail in all grade levels will have the opportunity to attend on a regular basis throughout the school year.
- 5) "Catch-up-Cafe" will be offered during lunch to 6th graders who need to complete their math assignments or need extra tutoring from a math teacher on a regular basis.
- 6) Students will be encouraged to check out library book on math.
- 7) Students will be given instruction on online math platforms including the text used in class.
- 8) Students and parents will continue to monitor the Schoology website to check on their progress in real time.
- 9) Students will be giving additional exposure to SBAC type tests and SBAC practice tests for the purpose becoming more familiar with the testing environment.
- 10) Students not meeting academic standards will be identified and will continue to be enrolled in an math intervention elective class.
- 11) Math classes will be given an opportunity to participate in the online ALEXS math program.
- 12) Programs such as Pi Day and Math Night will continue in an effort to include parent engagement and student participation.
- 13) There will be more incentive programs to encourage students be recognized for the academic improvement.

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

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

By June 2020, ALL students in grades 6-8 will decrease the average distance from the standard score from -52.0 to -42.0 as measured on the 2020 CA Dashboard in Mathematics.

By June 2020, all ENGLISH LANGUAGE LEARNERS in grades 6-8 will decrease the average distance from the standard score from -111.4 to -101.4 as measured on the 2020 CA Dashboard in Mathematics.

By June 2020, all students with DISABILITIES in grades 6-8 will decrease the average distance from the standard score from --162.3 to -152.3 as measured on the 2020 CA Dashboard in Mathematics.

By June 2020, all HISPANIC students in grades 6-8 will decrease the average distance from the standard score from -73.9 to -63.9 as measured on the 2020 CA Dashboard in Mathematics.

By June 2020, all SOCIOECONOMICALLY DISADVANTAGED students in grades 6-8 will decrease the average distance from the standard score from -66.9 to -56.9 as measured on the 2020 CA Dashboard in Mathematics.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will attend conferences outside of the regular school assignment on the following: -Strategies to better implement the Common Core State Math Standards. Included among those strategies would be Math Word Wall. <ul style="list-style-type: none"> • The "Three Phase" problem-solving method • Purposeful Grouping • Conferences may include but not limited to California League of Schools, Association of Middle School level Educators, California Mathematics Association, and ASCD 	08/20/2019 06/12/2020	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.
Staff Training Rate: Provide release time outside of the regular assignment for teachers to observe best practices within PLCs, across subjects, and at other sites.	08/20/2019 06/12/2020	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

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

Focus Area: Effective Classroom Instruction *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Other non-instructional contracts, Toshiba, will be used to copy teacher-created materials and student work samples to supplement instruction. The following machines will be used: <ul style="list-style-type: none"> • Toshiba Studio 456 in the Attendance Office Workroom. • Toshiba Studio 456 in the Counseling Office Workroom. • Toshiba Studio 656 in the Teachers' Workroom. • Toshiba Studio 3540c in the Main Office Workroom. 	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CSR Math Teacher, with benefited absences, will provide for a smaller student to teacher ratio in grades 6-8 in an effort to better meet the individual needs of at-risk math students.	08/20/2019 06/12/2020 New	The teacher, counselor, and administrator will analyze and guide instruction based on data generated from periodic assessments. These assessments will be developed by the PLC and would include a written and constructive response component. The data will then be taken back to the PLC for further analysis to determine the reliability and validity of the platform. The data will then be used by the teacher to guide instruction.
For EL students in the regular mathematics classroom, teachers will use integrated ELD instructional strategies such as SDAIE and Title 1 TA support. The teacher will foster academic vocabulary interaction, provide multiple opportunities for verbal & written academic vocabulary interaction, use complex text to foster comprehension and application, and provide extended opportunities to engage in language rich tasks.	08/20/2019 06/12/2020 New	The principal, counselor, teachers, and TA will collect and analyze data generated from common assessments to identify and target learning gaps which commonly occur with the EL students. Teachers will be retrained on how to use integrated ELD instructional strategies during PD. There will be an emphasis on mathematics language development and vocabulary.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13640 - CSR TCHR MS G6 1TK (6 Hrs / 5 Days)	30427171	N/A	13640	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	1,437		100
CE-ESSA T1 Schools(7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	5,000	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

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

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

Academic : Mathematics

***Required if any Focus Area above is addressed.**

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
Parent Education in the area of math will be provided via parent workshops, Math Nights, and Pi Day. All Parents are invited to attend. School website and Schoology/ParentPortal will be used to share information for parents who are not able to attend meetings or trainings.					08/20/2019 06/12/2020	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					

Los Angeles Unified School District
2019-2020 School Plan for Student Achievement

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

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

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

1. List key findings related to English 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

- 1) 2018 SBAC scores indicate that 6% of EL students Met or Exceeded ELA standards, compared to zero % in 2017.
- 2) 2018 SBAC scores indicate that 6% of EL students Met or Exceeded Math standards, compared to zero % in 2017.
- 3) 2018 ELPAC scores indicate that 54.2% of EL students are at Well Developed and Moderately Developed and 25.7% are at Somewhat Developed.
- 4) 2017 CELDT scores indicate that 42% of EL students are at Advanced and Early Advanced, a 13% increase compared to 2016 that showed 29% at same level.
- 5) 2017-18 Reading Inventory data indicate that 26% of students scored at Basic or Proficient, a 2% decrease from 2016-17 school year.

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

- 1) High number of ELs are identified as students with disabilities.
- 2) SBAC are in a testing format students may not have learned in ELD/ELA or Math class.
- 3) Students are overwhelmed when they encounter word problems in Math and do not know how to explain their thinking.
- 4) There were changes, including shift from CELDT to ELPAC and new "Inside" curriculum.

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

The school is on track to meet the District's Reclassification rate of 22% by October 2019. The school reclassified 31% of EL, exceeding the District's objective of 22%, for school year 2018.

- 1) The school monitors the progress of EL students that meet 2 of the 3 reclassification criteria (ELA grades, ELPAC, Reading Inventory/SBAC) for the 2019-20 school year.
- 2) The EL Designee conferences/meets with students and parents to create an Individual Reclassification Plan.

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

N/A

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

State the School's Measurable Objective(s) for 2019-20 *Required

26% of students reclassified last school year and we are on track for 22% reclassification this school year, so we will continue to meet/exceed the district's goal that 22% of the school's English Language Learners will Reclassify as Fluent English Proficient by June 2020.

31% of EL students reclassified in the 2017-18 school year, exceeding the District's goal of 22%. School will continue to meet/exceed the District's goal that 22% of the school's English Learners will Reclassify as Fluent English Proficient by June 2020.

Based on data from the 2018 CA Dashboard SBAC results, Current English Learners will improve their overall performance in Mathematics from 146.8 points below standard to 136.8 points below standard by June 2020.

Based on data from the 2018 CA Dashboard SBAC results, Reclassified English Learners will improve their overall performance in Mathematics from 89.3 points below standard to 79.3 points below standard by June 2020.

Based on data from the 2018 CA Dashboard SBAC results, English Only Learners will improve their overall performance in Mathematics from 55.4 points below standard to 45.4 points below standard by June 2020.

Based on data from the 2018 CA Dashboard SBAC results, Current English Learners will improve their overall performance in ELA from 116.1 points below standard to 106.1 points below standard by June 2020.

Based on data from the 2018 CA Dashboard SBAC results, Reclassified English Learners will improve their overall performance in ELA from 55.1 points below standard to 45.1 points below standard by June 2020.

Based on data from the 2018 CA Dashboard SBAC results, English Only Learners will improve their overall performance in ELA from 15.5 points below standard to 5.5 points below standard by June 2020.

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

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
EL/SEL Instructional Coach will: <ul style="list-style-type: none"> • Collaboratively plan and conduct demonstration lessons with the classroom teacher that emphasizes good first teaching. • Assist with and support teachers with instructional strategies that support the delivery of grade-level content to all students. • Work with teachers to manage, interpret, use formative assessment data, systematically examine student work, plan and deliver appropriate instruction, intervention, and accommodation strategies. • Facilitate the analysis of data from ELD & EL student work that reflects a problem-solving approach. • Work with teachers to address and identify areas of need. • Support the academic achievement of EL student populations / facilitating on-site professional developments. • Meet regularly with site administrators, teachers, and support personnel to analyze data and further communicate and strengthen instructional support to staff. • Provide targeted, data-driven professional development based on ELD students' linguistic and academic needs. • Provide essential workshops on reclassification for parents and ELD students. • Provide professional development targeted to providing access to the designated ELD curriculum for ELs through, but not limited to the following: Thinking Maps, Instructional Conversations, and Cooperative Learning. • Utilize teacher-created lessons and materials to support ELPAC practice for ELD students. • Research and purchase supplementary materials to serve the needs of ELD students. • Attend district conferences to increase knowledge of pedagogical repertoire, content, and analysis of EL student work data. • Development training for ELD staff on access to core content for EL's. • Coordinate lesson studies and facilitate debrief sessions with staff, in collaboration with CPA. • Conduct daily classroom observations, focused on access to core curriculum for ELs. • Work with teachers to manage, interpret, and use EL Data and systematically examine student work that leads to planning of appropriate instruction, intervention and accommodation strategies for EL students. 	08/20/2019 06/12/2020	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13295 - EL/SEL INST COAC SEC (6 Hrs / 5 Days)	30433525	N/A	13295	121,995	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13294 - DIFF EL/SEL INS CO E	N/A	N/A	13294	1,861		100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>To support ELD & LTEL students, teachers will:</p> <ul style="list-style-type: none"> • Attend workshops during the school day to increase engagement and academic achievement of all English Learner students and those who are not progressing toward reclassification or making sufficient academic progress on standardized tests in English. Some of the specific ELD strategies that teachers will receive PD on that will be implemented during "designated ELD time" are: graphic organizers & bubble maps, Cornell notes/Sketch notes, constructive conversations & conversation starters, bridging, modeling, and effective use of technologies such as Schoology group discussions. • Attend trainings on-site and off-site during the school day to observe instructional strategies and intervention programs that focus on best practices for increasing proficiency of English Learner Students (ELD levels 1-4 and LTEL). School will provide opportunities for teachers of Designated ELD students to engage in "lesson study" and share/adopt effective "best practices" that support the language growth and development of ELD students across the curriculum. • Attend conferences that support Designated ELD such as CABE (California Association for Bilingual Education). • Provide instruction following CA ELD standards to enhance the understanding of different types of texts to comprehend language structure, expand and enrich ideas, and connect and condense ideas across the curriculum to develop the speaking, reading, writing, and listening aspects of language. • Designated ELD teachers of ELD 1-4 and LTEL students will provide instruction that emphasizes the implementation of reading non-fiction and literary texts across the curriculum focusing to understand how meaning is conveyed explicitly and implicitly through language. Teacher will schedule frequent visits to the school library to support reading development with appropriate-level reading material. 	<p>08/20/2019 06/12/2020</p>	<p>Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment.</p> <p>Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.</p>
<p>EL/SEL Instructional Coach will:</p> <ul style="list-style-type: none"> • Monitor and target students who need to improve their ELA grade/mark to reclassify and inform teachers and parents. • Monitor and target students who need to improve their SmarterBalanced test scores to reclassify and inform teachers and parents. • Provide daily targeted standards-based ELD instruction. • Provide 2 hours of instructional blocks of daily ESL instruction based on proficiency level using "Inside" curriculum. • Implement core SDAIE instructional strategies to ensure ELs are provided access to the curriculum. 	<p>08/20/2019 06/12/2020</p>	<p>Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment.</p> <p>Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.</p>
<p>Teacher Aide – Degree Track: Bilingual teacher aide working under the direct supervision of a highly-qualified classroom teacher to provide language support and access to core curriculum to all EL students.</p>	<p>08/20/2019 06/12/2020</p>	<p>Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment.</p> <p>Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
"Teacher X (Non-Tutor)" to support ELD & LTEL students, teachers will: <ul style="list-style-type: none"> Attend mandated PDs, analyzing data, and planning beyond the regular school day to increase engagement and academic achievement of all English Learner students and those who are not progressing toward reclassification or making sufficient academic progress on standardized tests in English. 	08/20/2019 06/12/2020	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
College and Career-Readiness Coach will: <ul style="list-style-type: none"> Coordinate teachers in providing tutoring after school for those LTEL students who are not making sufficient academic progress on District Tests in ELA & Math. Targeted interventions and support for English learners not successful in Tier I instruction. ELs who are not meeting ELPAC reclassification criterion will receive targeted intervention to increase English proficiency. Continued Monitoring of student progress through Language Appraisal team (LAT). Provide Intervention programs for Long Term English Learners to meet Reclassification requirements. 	08/20/2019 06/12/2020	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.
Teachers Will: <ul style="list-style-type: none"> Provide tutoring after school for those LTEL students who are not making sufficient academic progress on District Tests in ELA & Math. Provide targeted interventions and support for English learners not successful in Tier I instruction. ELs who are not meeting ELPAC reclassification criterion will receive targeted intervention to increase English proficiency. Provide Intervention programs for Long Term English Learners (LTELs) to meet Reclassification requirements. 	08/20/2019 06/12/2020	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment. Quarterly and Annually: Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met.
In the Library Media Center, the Library Aide will use library skills & expertise to provide assistance to all students & teachers with supplemental instruction & resources in English Language Arts. The Library Aide will provide additional support to all Title 1 students so they may meet/exceed grade-level standards as shown on the report cards and SBAC scores.	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate to determine if goals and objectives are being met.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Outside the regular assignment, one teacher will be doing after school intervention for EL learners. Funds from T197 (Title 3) in the amount of \$11,025 will be allocated to Teacher X-time for tutoring EL students after school.	08/20/2019 06/12/2020 New	Administration, Counselors, ELAC coordinator, and tutor teacher will gather data before, during, and after the tutoring program to determine the learning needs of each EL student in the program. Data will be generated from local assessments, the LAUSD School Report Card, SBAC scores, ELPAC/CELDT results, and grades. Data will used to drive instruction and target learning gaps.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy (7T197)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	11,025		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Community Representative will support monthly workshops on topics such as: <ul style="list-style-type: none"> • Monitoring EL Students academic progress • Reclassification • ELPAC Testing • Attendance • The importance of getting a higher education 	08/20/2019 06/12/2020	Monthly: PLC groups will monitor program implementation and analyze student data at the end of each grade marking period and after each formative assessment.

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

**Los Angeles Unified School District
2019-2020 School Plan for Student Achievement**

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

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

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

School Experience Survey 2018-2019

- 1) My child's background (race, ethnicity, religion, economic status) is valued at this school: 79%
- 2) This school meets my child's social needs (how my child gets along with others): 87%
- 3) This school provides me with information (verbal and written) that I can understand: 91%
- 4) The school staff provides translation and interpretation services when I need them: 58%
- 5) This school has high expectations for all students: 89%

Parent Involvement:

- 1) Monthly Parent Workshop Attendance: 73%
- 2) Overall Parent Involvement (Organized Parent Groups, School Activities, Volunteer Opportunities, Decision Making Opportunities) 72%
- 3) Parent Portal Sign-Ups: Gifted 65 %, STEAM 56%, Regular 32%
- 4) Open House and Back to School Night Attendance: High

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

- 1) Dr. Russel Quaglia's Student Voice and Aspirations framework is still in its pilot phase and training to staff is still taking place.
- 2) Parent center resources are still being updated: Technology, Workshops, Volunteer Opportunities, and Translation Services.
- 3) We need more technology dedicated to the Parent Center to build parents' capacity with technology and the Parent Portal registration.
- 4) More cultural awareness activities and books spread through the school library program now that it is operational.
- 5) We will be reaching out to the Community by distributing to the local businesses the Mount Gleason Brochure.
- 6) Staff representatives from Mount Gleason will regularly attend the monthly Neighborhood Counsel meetings.
- 6) We will continue to display banners throughout the community to advertise our unique Magnet & Gifted programs.

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

N/A

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

- 1) Increase Grade-Level Assemblies and continue "Student-of-the-Month" recognition & Mustang Dollars.
- 2) Continue "Student-Lead-Conferences" for magnet students.
- 3) Continue with PHABAO conferences.
- 4) Hold monthly parent workshops to build parents' capacity in focusing on areas which support student learning.
- 5) Engage in more communications via ConnectEd (phone messages from the district, administration, and school), Blackboard ConnectEd (phone messages from teachers), Parent Calendars, Weekly Bulletins, Schoology, and Parent Portal training.

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

State the School's Measurable Objective(s) for 2019-20 *Required

The percentage of all parents who report that "the school has high expectations for all students" on the School Experience Survey will increase from 89% to 99% by June 2020.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Categorical Program Advisor (with differential) will: Provide trainings to teachers on parent support topics such as: "Developing a Welcoming Environment in your Classroom for Parents and Students." Hold parent meetings regarding important information throughout the school year. The topics include, but not limited to: <ul style="list-style-type: none"> • Attendance, • Title I Budgets • Parent Involvement • "More than A Meal Meal" Campaign/Applications • Single Plan for Student Achievement • Program Improvement • Comprehensive Needs Assessment • A-G Requirements and Graduation Requirements • School Accountability Report Cards • Volunteering • Anti-Bullying 	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate program goals and objectives to determine if goals and objectives are being met
Categorical Program Advisor with differential X-Time to plan for staff Professional Development, planning intervention services, and evaluating program activities.	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Community Representative will foster a welcoming environment, promote and implement meaningful parent involvement activities, and engage parents in the school's volunteer program. Parent Workshops will include:</p> <ul style="list-style-type: none"> • CA Dashboard • Changing Graduation Requirements • Parent Portal Navigation • Volunteer Program Training <p>Parent supplies, clerical relief, and custodial overtime will be needed to provide opportunities for parent engagement and will be provided at the following school events:</p> <ul style="list-style-type: none"> • Parent Articulation and School Tours • Howdy Day • Open House, Back to School Night, and Music Concerts • Support Development of School-Parent Compact • Support Development of Family Involvement Policy • Student-Led Conferencing • Parent Volunteer Program <p>Parent Center is available to assist parents with limited internet access:</p> <ul style="list-style-type: none"> • To complete Meal Applications • To complete Parent School Experience Survey • To register for the Parent Portal <p>To increase Parent Portal sign-ups, community representative will:</p> <ul style="list-style-type: none"> • Facilitate parent workshops about Parent Portal • Send home fliers about Parent Portal • Assist parent visitors daily in the Parent Center to register 	<p>08/20/2019 06/12/2020</p>	<p>Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	775		100
CE-ESSA T1 Schools(7S046)	0	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-6,995	0.00	100
CE-ESSA T1 Schools(7S046)	0	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,426	0.00	100
CE-ESSA T1 Schools(7S046)	1000	117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	30040862	N/A	117361	70,666	1.00	100
CE-ESSA T1 Schools(7S046)	2100	27785 - COMMUNITY REP C (4 Hrs / 5 Days)	30454634	N/A	27785	10,990	1.00	65
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2100	27785 - COMMUNITY REP C (4 Hrs / 5 Days)	30454634	N/A	27785	5,917	1.00	35

Focus Area:

Student, Staff, Parent Communication *Required

Parent And Community

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parent Support Staff, such as the CPA, provides regular reports on student progress to SSC, ELAC, and PBS/Health/Safety Committee:</p> <ul style="list-style-type: none"> • Use of Connect-Ed and Schoology to inform parents of student progress and/or school-wide activities. • Provide monthly parent workshops. Notify parents of outside parent workshops available in an effort to serve as a communication bridge between the school and the community. • All activities and events will be posted on the school's website and Weekly Bulletin. • Monthly calendar and newsletter will provide information regarding school activities, events, and other information. • Sign-in table is located in the parent center to provide a welcoming atmosphere. <p>Clerical Staff will assist in communicating with parents to extend invitations to school events, explain the activities in the Parent Center, translate, assist them with completing District applications, and/or answer parent questions outside regular work hours -Supplemental Instructional Materials. would be used to purchase brochures workbooks for parent education workshops.</p>	<p>08/20/2019 06/12/2020</p>	<p>Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	587		100

Los Angeles Unified School District
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100% ATTENDANCE, SUSPENSIONS, SCHOOL SAFETY, AND OTHER SUPPORTS

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

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

Based on results from the 2018 CA Dashboard, the key findings as related to 100% Attendance goal are as follows for grades 6-8:
 Based on the results from the 2018 CA Dashboard, 12.2% of all students are chronically absent. This represents an increase of 2.6%.
 Based on the results from the 2018 CA Dashboard, 35.3% of all Homeless students are chronically absent. This represents an increase of 7.6%.
 Based on the results from the 2018 CA Dashboard, 13.9% of all Socioeconomically Disadvantaged students are chronically absent. This represents an increase of 3.8%.
 Based on the results from the 2018 CA Dashboard, 19.4% of all students with Disabilities are chronically absent. This represents an increase of 8.6%.
 Based on the results from the 2018 CA Dashboard, 10.8% of all Hispanic students are chronically absent. This represents an increase of 1.9%.
 Based on the results from the 2018 CA Dashboard, 12.3% of all White students are chronically absent. This represents an increase of 2.3%.
 Based on the results from the 2018 CA Dashboard, 7.2% of all English Learners are chronically absent. This represents a maintained score of -.2%.
 Based on the results from the 2018 CA Dashboard, 2% of all students were suspended at least once. This represents an increase of 1.6%.
 Based on the results from the 2018 CA Dashboard, 2.2% of all Socioeconomically Disadvantaged students were suspended at least once. This represents an increase of 2%.
 Based on the results from the 2018 CA Dashboard, 5.2% of all students with Disabilities were suspended at least once. This represents an increase of 5.2%.
 Based on MyData, 70.8% of students have a 96% or higher attendance rate as of February 2018. This is a 1.9% decrease from the 2016-17 school year.
 Based on MyData, 14% of students have a 91% or lower attendance rate as of February 2018 which is considered chronic absenteeism. This is a 2% increase from the 2016-2017 school year.
 According to the 2016-17 SARC, 0 students were expelled or suspended from school.
 According to the 2016-17 School Experience Survey, 87% of parents reported that "This school meets my child's social needs (how my child gets along with others).

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

- 1) Lack of community-wide awareness of the importance and legality of regular school attendance.
- 2) The PSA counselor is only on site twice a month to track students at risk of not meeting attendance standards of 96% or higher.
- 3) Few programs in place to recognize 96% or higher attendance for students.
- 4) Need staff recognition for attendance.
- 5) Not all parents are registered for the Parent Portal
- 6) Not all parents are receiving the Blackboard Connect phone contacts due to changes in phone numbers of Opt-Out options.

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

N/A

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

- 1) Remind students about the importance of good attendance in the Weekly Bulletin, on the website, during the morning announcements, and through Schoology.
- 2) Provide incentive programs for students meeting 100% attendance. For example, give "Perfect Attendance" and "Most Improved Attendance" certificates to students. Also include the parents' names on the certificate to acknowledge their support of good attendance. ELAC and PBS committees both requested attendance recognition via certificates. Hold assemblies to recognize perfect and near perfect attendance.
- 3) Hold a spring "Parent Workshop" about the importance of attendance, similar to the Attendance Parent Workshop we provided in the fall.
- 4) Encourage homeroom teachers to make parent contacts reminding them of the importance of attendance and verify that parents are receiving the Blackboard Connect phone messages.

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

N/A

State the School's Measurable Objective(s) for 2019-20 *Required if this Goal is addressed.

The percentage of ALL students who have 96% or higher attendance on MyData will improve from 69.8% to 79.8% by June 2019. (2018-2019 Goal).

By June of 2020, student chronic absenteeism for ALL students will decrease from 12.2% (2018) to 10.2% (CA Dashboard).

By June of 2020, the HOMELESS student population will decrease their chronic absenteeism from 35.3% (2018) to 25.3% (CA Dashboard).

By June of 2020, the SOCIOECONOMICALLY DISADVANTAGED student population will decrease their chronic absenteeism from 13.9% (2018) to 3.9% (CA Dashboard).

By June of 2020, students with DISABILITIES will decrease their chronic absenteeism from 19.4% (2018) 9.4% (CA Dashboard).

By June of 2020, the HISPANIC student population will decrease their chronic absenteeism from 10.8% (2018) to 1.8% (CA Dashboard).

By June of 2020, the WHITE student population will decrease their chronic absenteeism from 12.3% (2018) to 2.3% (CA Dashboard).

By June of 2020, the ENGLISH LEARNER student population will decrease their chronic absenteeism from 12.3% (2018) to 2.3% (CA Dashboard).

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
TSP Administrator will: <ul style="list-style-type: none"> Develop an attendance incentive plan to increase staff attendance. Implement a schoolwide attendance improvement campaign with a well-displayed goal to communicate to all stakeholders: Mount Gleason's goal, growth, and success. 	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
TSP Administrator will increase percentage of student with 96% or higher attendance in the following ways: <ul style="list-style-type: none"> Provide support to identify at risk students and their families to ensure student access to the core curriculum through daily in seat attendance. Proved attendance incentives, positive support, phone calls home, letters, and access to resources to support improvement with attendance issues 	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met
Faculty & staff are planning to implement a 19-minute Homeroom at the beginning of the day to provide additional social-emotional support to all students. Students will stay with their same Homeroom teacher for three years so that students and teachers can form bonds, promote student voice, and provide organizational & emotional support as well as consistency.	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goals and objectives are being met

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

Focus Area: Building Parent Capacity and Partnership to Support the 100% Attendance, Suspensions, School Safety, and Other Supports 100% Attendance

***Required if any Focus Area above is addressed.**

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
PSA Counselor will increase percentage of student with 96% or higher attendance in the following ways: <ul style="list-style-type: none"> • Provide support to identify at risk students and their families to ensure student access to the core curriculum through daily in seat attendance. • Proved attendance incentives, positive support, phone calls home, letters, and access to resources to support improvement with attendance issues. 	08/20/2019 06/12/2020	Principal and Leadership Team will monitor and evaluate intervention program goals and objectives to determine if goas and objectives are being met.

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

The school counselors meet with all students to provide an Individual Graduation Plan (IGP). This meeting includes discussions on academic progress, calculation of grade point average, standardized tests results, the Districts' graduation requirements, and C.S.U. and U.C. A-G admissions requirements. In addition, schoolwide orientation and meetings are used to inform parents and students of Individual Graduation Plans and A-G requirements. The College and Career-Readiness Coach facilitates communication with students and parents regarding high school A-G requirements and college admission requirements and career paths through multiple avenues such as Parent Workshops, Schoology Posts, presentations, and resource sharing. The school provides students with opportunities to accelerate in English and Mathematics through its Honors programs and advanced courses in Math such as Algebra and Geometry. Professional Learning Communities (PLCs) plan lessons aligned to the common core state standards.

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.).

Every year, the school addresses students' social and emotional needs through multiple assemblies that focus on school's expected positive behavior and other pertinent issues such as bullying. In addition to school-directed assemblies, outside groups, such as Camfel, address inter-personal skills for the middle school. Also, the administrative staff monitors students during the school day, including supervision before and after school and during the school day breaks. Teachers and counselors, with the support from the parents, work together to reinforce positive behavior and high expectations in school. The counselors/administrators meet with students to address emotional and social behavior and, if additional intervention is required, professionals, such as school nurse, psychologist or therapists, are included to address more complex issues. Lastly, the Parent Center provides monthly workshops for parents to assist with skills for supporting their students' social and emotional needs. At every workshop, there is time at the end to register and navigate the Parent Portal.

The school provides tiered-intervention programs to address the academic needs of students in English Language Arts and Math. Mount Gleason offers after-school Math intervention classes taught by Math teachers for 8th students who are not meeting standards and "Catch Up Cafe" at lunch time daily to support 6th and 7th grade math students whom the teachers recommend for additional support. For English, all students who are not meeting the Proficiency level in reading are enrolled in an additional class, Read 180; and English Learners who are not reclassified take an additional Class, Advanced ELD, to support language learning.

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.

Parents, students, staff and other stakeholders were provided the school's data and asked to identify the biggest areas of need. The group was then asked to come up with some strategies to overcome the barriers facing student achievement. The group produced a list of strategies, actions, or interventions to be included in our SPSA. In addition to strategies and interventions, the group included the members of the school staff (teachers, administrative staff, counselors, paraprofessionals, and other support personnel) that would support and oversee and monitor the action plans. We met through SSC, ELAC, PLCs, Parent Meetings, and through our WASC focus groups to develop our updated Single Plan for Student Achievement.

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

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

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

N/A

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount		CE-ESSA-T1 C&C Coach (7T124) FTE & Amount		CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount		T3A-LEP-Limited Eng Profncny (7T197) FTE & Amount		CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount		Total FTE & Total Amount	
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	0.00	46,561	0.00	0	0.00	0	0.00	11,025	0.00	0	0.00	57,586
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	0.00	1,437	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,437
10600 10600 - TCHR AST DEG TK NW/1 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	18,599	0.00	0	0.00	0	0.00	0	0.00	0	1.00	18,599
11316 11316 - STAFF TRNG R 1 CERT	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	0.00	775	0.00	0	0.00	0	0.00	0	0.00	0	0.00	775
117361 117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00	70,666	0.00	0	0.00	0	0.00	0	0.00	0	1.00	70,666
13294 13294 - DIFF EL/SEL INS CO E	<input type="checkbox"/>	0.00	1,861	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,861
13295 13295 - EL/SEL INST COAC SEC (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	121,995	0.00	0	0.00	0	0.00	0	0.00	0	1.00	121,995
13640 13640 - CSR TCHR MS G6 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	117,632	0.00	0	0.00	0	0.00	0	0.00	0	1.00	117,632
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	0.00	0	1.00	60,997	0.00	0	0.00	0	0.00	0	1.00	60,997
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	0.00	0	0.00	770	0.00	0	0.00	0	0.00	0	0.00	770
25690 25690 - ITSUPPORT TECH C1T/4 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	60,366	0.00	0	0.00	0	0.00	0	0.00	0	1.00	60,366

27785 27785 - COMMUNITY REP C (4 Hrs / 5 Days)	<input type="checkbox"/>	1.00	10,991	0.00	0	1.00	5,917	0.00	0	0.00	0	2.00	16,908
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	0.00	-6,995	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-6,995
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	0.00	-2,426	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-2,426
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	0.00	5,521	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5,521
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	0.00	0	0.00	0	0.00	587	0.00	0	0.00	0	0.00	587
50003 50003 - OTH NON INSTRL CONT	<input checked="" type="checkbox"/>	0.00	5,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5,000
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>	0.00	16,946	0.00	0	0.00	513	0.00	0	0.00	0	0.00	17,459
40261 PENDING DISTRIBUTION	<input type="checkbox"/>	0.00	2	0.00	7	0.00	1	0.00	0	0.00	0	0.00	10
Total		6.00	468,931	1.00	61,774	1.00	7,018	0.00	11,025	0.00	0	8.00	548,748

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**