

Los Angeles Unified School District
School Plan for Student Achievement

2020-2021

Implementation

EDISON MS (1811301)



Superintendent
Austin Beutner

Board Members

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SCHOOL IDENTIFICATION

School Name: EDISON MS (1811301)

Local District: S

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

For additional information on our school programs contact the following:

Principal: VELASCO, SALVADOR A

E-mail address: sav8234@lausd.net

SPSA Designee: DUMAS, ULISES Position: ASMT, NONCLSRM, PREP

E-mail address: ued1617@lausd.net

School Address: 6500 HOOPER AVE, LOS ANGELES, CA 90001

School Telephone Number: 3238262500

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.

ROBERT WHITMAN



09/22/2020

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

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

Local District Superintendent or designee	ROBERT WHITMAN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>09/22/2020</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	ANA ESTEVEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>09/22/2020</u> <i>Signed Date</i>
Local District PACE Administrator	DEBORAH SIRIWARDENE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/29/2020</u> <i>Signed Date</i>
Local District Title I Coordinator	ROBERT OYE <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/15/2020</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input checked="" type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/19/2020	Silvia Garcia

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

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

02/20/2020

School plan approval appears in SSC Minutes.

Date

Attested:

Julio Hernandez



02/20/2020

Typed name of SSC chairperson

E-Signature of
SSC chairperson

Date

VELASCO, SALVADOR A



02/20/2020

Typed name of school principal

E-Signature of
School principal

Date

2020-2021 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

	<u>Allocation:</u>	<u>Original</u>	<u>Second</u>	<u>Third</u>
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	885,825	54,864	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	122,022	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	12,573	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	33,644	0	
<input checked="" type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$	0	0	
Total amount of categorical funds allocated to this school:	Amount: \$			1,054,064

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.)

Thomas A. Edison Middle School will inspire students to be lifelong learners and leaders who aspire to be information literate, respectful, global citizens of the 21st century.

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?)

Thomas A. Edison Middle School will prepare students for higher education by teaching standards-based rigorous academic instruction, social-emotional development, critical thinking and problem solving skills.

School Profile Description

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

1. Describe your school's geographical, demographic, educational and economic community base:

The following websites contain useful data: <http://www.census.gov/> , <http://www.zip-codes.com/> , <http://www.city-data.com/>

Thomas Alva Edison Middle School opened in 1926, and is located in an unincorporated part of Los Angeles in the inner-city of South Los Angeles in Local District South. According to MyData, the school population is approximately 1200 students, 95% Hispanic/Latino, 5% African American.

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

Edison is a traditional, 6 period school, serving 6th, 7th and 8th grade students.

3. Indicate student enrollment figures:

According to MyData, Edison has approximately 1172 students in 6th, 7th and 8th grade. The enrollment has increased over the past few years.

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

• According to MyData 100% of Edison students qualify for Title 1 program services. Also, according to the California School Dashboard 97.1 % of students are socioeconomically disadvantaged.

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

• According to MyData, the school population is approximately 1172 students, 94.5%Hispanic, 4.9% Black, 0.5% White and 0.2% are two or more. Approximately 10% of students are Gifted and Talented, 17% are Students with Disabilities, 21% of students are English Learners, 52% are Reclassified Fluent English Proficient students and 1% are Foster Youth.

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 provide academic assessment results to parents via the student planner both numerically and graphically so that the parents can understand the meaning. The school will provide interpreters when needed during school meetings (ELAC, SSC, and Coffee with the principal), parent conferences and home calls. Assessment information is shared during Parent Workshops/Meetings/ Conferences in home language. Also, assessment results will be shared through mail in both English and the preferred home language.

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 type="checkbox"/> | Professional Learning Community (PLC) |
| <input type="checkbox"/> | Small Learning Community (SLC) |
| <input type="checkbox"/> | Additional Targeted Support and Improvement (ATSI) |
| <input type="checkbox"/> | Comprehensive Support and Improvement (CSI) |
| <input type="checkbox"/> | Targeted Support and Improvement (TSI) |
| <input checked="" type="checkbox"/> | Other: School for Advance Studies |

Other important characteristics of the school:

Other characteristics that distinguish Edison MS, the school was recognized as a demonstrations School of Advance Studies in 2016 for the next five years; Edison MS has a functional active parent center that host parent educational workshops that informs our parents on methods to help their children be successful. Edison MS is an AVID school offering opportunities/strategies for access to higher education. Edison MS offers a one to one ipad ratio for all students through the support of the Verizon Grant. Edison MS was awarded Dual Language Immersion Program in Spanish for the school year 2016-2017. GEAR Up was integrated into the Edison's academic support programs during 2018-2019 academic year. Beginning of Spring Semester, most positions were filled with the the exception of one science class and and two (2) ELA classes. There are a few teachers who are within their first years of teaching.

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	Needs Assessment: In January 2020, during School Professional Development, Edisons' staff used the "Data Digging Protocol" (This protocol was introduced during one of the Title I LD South Monthly Meetings) to analyze Edison's data for the past three years in the areas of Mathematics, English language Arts, EL Programs, 100% Graduation, Parent and community Involvement, Attendance and for the first time Resource inequities and Evidence-Based Interventions. Staff were asked to join one of the seven groups, each facilitated by a member of the department. Staff were provided with data related to one of the seven areas and asked to reflect on the data and make recommendations for learning strategies, interventions and SMART Goals. The same process took place with ELAC members, SSC members and Parents (for parents during Coffee with Principal). Also, the following data were shared with each of the stakeholder groups; the 2019-2020 School Experience Survey, the Measurable Objectives on the 2019-2020 SPSA, 2019 ELA & Math Smarter Balanced Assessment results, and Attendance and Suspension data. Staff were encouraged to set measurable objectives for each of the goals for the 2020-2021 SPSA. Once the input from the staff, ELAC members, SSC members and Parents was collected, a Math teacher, Science teacher, English teacher, Social Science teacher, Attendance Counselor, the 8th Grade Counselor, ELAC President, SSC Parent and the TSP Designee organized the data, analyzed the data and edited the 2019-2020 SPSA by deleting the unnecessary material and adding the new recommendations. SELF-REVIEW: Once the 2020-2021 SPSA was finalized, the Staff, ELAC members, SSC members and Parents had the opportunity to self-review the content of the 2020-2021 SPSA and provide recommendations. In February of 2020, ELAC reviewed the final version of the SPSA and made the recommendation for approval to SSC. A day later, SSC approved the final version of the 2020-2021 SPSA.	02/20/2020, 10/24/2019, 01/30/2020, 12/12/2019, 11/21/2019
<input checked="" type="checkbox"/> English Learner Advisory Committee	Reviewed the results of the 2019-2020 School Experience Survey, the measurable objectives on the 2020-2021 Single Plan, 2019 ELA & Math Smarter Balanced Assessment results, attendance and suspension data. 2016/2017, 2017/2018, 2018/2019 and 2019/2020 Reclassification Data. 2018/2019 ELPAC Data. RI; Proficiency Band for Reclassification: Basic. 2019/2020 Reclassification Criteria Chart. 2019/2020 RI Data. Made their recommendations for the 2020-2021 SPSA.	02/19/2020, 02/11/2020, 01/24/2020, 12/13/2019, 11/08/2019
<input checked="" type="checkbox"/> Other: Staff Meeting	Faculty and staff members were asked to provide input for the 2020-2021 SPSA. The Data Digging Protocol was implemented to analyze Edison's data for the past three years in the areas of Mathematics, English language Arts, English Learners, 100% Graduation, Parent and community Involvement, and Attendance. They were asked to join one of the six groups, each facilitated by a member of the department. Staff were provided with data related to the goal and asked to reflect on the data and make recommendations for strategies.	01/14/2020, 02/18/2020
<input checked="" type="checkbox"/> WASC Focus Groups	Given the outcomes of the Data Digging Protocol, faculty analyzed Edison's three year SBAC data to discuss the implications and identified 2-3 preliminary Student Learner Needs.	02/18/2020

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

100% GRADUATION AND BEYOND

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

<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A
<input checked="" type="checkbox"/> Other: School Records (Not in MiSiS)

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

Data

In 2018-2019, the percent of students participating in their 8th Grade Culmination Ceremony was 79%. That was a 10% drop from 2017-2018.

According to the students results of the 2019-2020 School Experience Survey:

88% agree that adults at this school encourage them to work hard so they can be successful in college and their future careers.

According to the parent results of the 2019-2020 School Experience Survey:

78% agreed that school staff help them understand the requirements for CSU/UC admission.

82% agreed that school staff help them understand which courses their child needs to graduate from high school.

According to the teacher results of the 2019-2020 School Experience Survey:

50% agreed that most of the students in this school are planning to go to college.

80% expect most students to go to college.

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

Summary of Issues

In the last three years, the culmination goal has only been met once. It has proved challenging to meet the culmination goal because students are promoted to high school despite not meeting the criteria for a middle school certificate of completion. Students are not earning the minimum requirement of credits in their 8th grade and the other school-site criteria. It is evident that staff and teachers are not aware of the A-G, CDE, and LAUSD graduation requirements since the requirement for a certificate of completion do not address the a-g requirements that are necessary for a high school diploma.

There seems to be a lack of articulation between the middle school and the community high schools other than the Zone of Choice Fair hosted in the Fall for recruitment purposes.

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

Authentic opportunities for students to meet the requirements for a certificate of completion must be established. A support system must include early identification of at-risk students; provide intervention programs and supports during the day, after school and on Saturdays. We must also establish more frequent and consistent communication with the home through Connect Ed calls, grade level parent meetings, grade level student meetings, and more regular notifications.

We need to establish intervention opportunities for more students to meet the school-site criteria to participate in their 8th grade culmination. Attendance Intervention can be offered for students who are in the Basic Attendance Band who did not maintain the 96% attendance rate. We also need to establish an 8th Grade Attendance Policy that informs parents of the Attendance requirement for culmination and of the limits of the Attendance intervention opportunities so that it does not become a substitute for their regular attendance.

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

N/A

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

By June 2021, the 8th Grade Culmination rate will increase from 79% to 90%.

By June 2021, the percent of students who agree that adults at this school encourage them to work hard so they can be successful in college and their future careers will increase from 85% to 90% as reported in the results of the 2020-2021 School Experience Survey.

By June 2021, the percent of teachers who agree that most of the students in this school are planning to go to college will increase from 50% to 75% as reported in the results of the 2020-2021 School Experience Survey.

By June 2021, the percent of parents agreeing that the school help them understand the requirements for CSU/UC Admission will increase from 78% to 85% as reported in the results of the 2020-2021 School Experience 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
Student progress toward culmination will be monitored starting in 7th grade. Quarterly grade reports will be generated and analyzed to track student progress. The Admin Team, teachers and support staff will plan and facilitate grade-level student recognitions for their academic progress and citizenship through certificates, public display of achievement, and assemblies.	09/01/2020 06/01/2021	The percentage of students passing their A-G courses will increase each Quarter across all disciplines and the percent of students culminating will increase from the previous year. All students, grades 6-8th, will have an updated Academic Progress Form in their portfolio as monitored by the 1st period teacher. The Principal, Administrative Team, Academic Counselors, Title 1 Designee, College and Career Coach, and Intervention/Prevention Support Coordinator will monitor and support 1st Period teachers in this monthly progress monitoring. Academic Counselors will generate and distribute grade reports to the Administrative Team, 1st Period teachers, and other support staff.
Teachers will meet as content groups during common meeting time to analyze quarterly grades and develop lessons that include interventions and enrichment activities. Teachers will share best practices and collaborate to develop lessons that will increase engagement and learning for all students. Teachers will use the Mastery Learning and Grading Approach for their classroom grading, assessment, instruction, and lesson planning.	07/01/2020 06/01/2021	Student engagement will increase as observed by the Leadership Team during classroom visit and Instructional Rounds. Fewer discipline issues will be reported. Course syllabi will be uniform by departments to facilitate transfer of grades between classes. Academic Counselors will generate and distribute quarterly grades to teacher for analysis.
Teachers will be trained in research-based strategies and protocols such as WICOR, Close reading, and Culturally Responsive participation and discussion protocols, and Kagan Structures. Teachers will develop lessons that actively engage students, focus on collaboration, cooperative learning, multiple intelligences, and technology integration.	07/01/2020 06/01/2021	Student engagement will increase as observed by the Leadership Team, Intervention/Prevention Support Coordinator, support staff, and parents during classroom visits and Instructional Rounds. Fewer disciplines issues will be reported. The Administrative and Leadership Team will create a Professional Development calendar to schedule teacher trainings. The Administrative Team will monitor and support the implementation of these strategies as observed through Instructional Rounds.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The College and Career Coach will will train teachers in the A-G & LAUSD graduation requirements, reading a student transcript and completing an Individual Graduation Plan (IGP), UC/CSU entrance requirements, entrance exams, and completion of the Free Application for Federal Student Aid (FAFSA) and other scholarships. The College and Career Coach will also train elective teachers in the Naviance platform which will be used as a college and career readiness tool, collaborate with teachers and staff to design programs and interventions based on data fathered from warning indicators and will assist with middle school students who are off-track and at risk of dropping out. The College and Career Coach will support teachers with literacy and language arts differentiated instruction and integrating instructional to ensure equity and access for all students.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the number of students planning to complete higher levels of education and overall college readiness as reported in the 2020-2021 School Experience Survey. Teachers will be knowledgeable in order to better support student success in their college and career readiness. Staff on this campus will expect students to go to and graduate from college. The Leadership Team, Academic Counselors, and other support staff will monitor and support 1st Period teachers in monitoring students progress toward culmination. 100% of students will use Naviance to set academic and social/emotional goals. College readiness professional development will be facilitated by the Administrative Team, Academic Counselors, College and Career Coach, and GEAR UP 4 LA Team.</p>
<p>Teachers will be trained in Schoology in order to improve student progress monitoring and parent engagement. Schoology in association with the Parent Portal will become the plarforms used to communicate student academic progress, attendance, and progress toward culmination.</p>	<p>07/01/2020 06/30/2021</p>	<p>The IT Support Technician (ITST) will provide support for teachers and students in Schoology through close monitoring of the e-ticket system. The number of teachers agreeing that they have received trainings in digital tools and resources will increase as reported in the 2020-2021 School Experience Survey. The Principal and Administrative Team will monitor teacher use of Schoology and its use to communicate academic progress with students and parents.</p>
<p>As a Verizon Innovative Learning School (VILS), teachers will be trained in SAMR to plan for purposeful technology integration in their lesson planning to be innovative and facilitate higher order learning as classified in the Technology Integration Matrix (TIM) model. Teachers will be trained and supported to create a learning environment that allows for collaborative, constructive, and authentic opportunities for learning.</p>	<p>07/01/2020 06/30/2021</p>	<p>Teachers will report agreeing to receiving training on effectively integrating technology in their instruction as reported in the results of the 2020-2021 School Experience Survey. Students will report agreeing to solving problems in new ways as reported in the results of the 2020-2021 SES. The IT Support Technician (ITST) will support teachers and students in their technology needs through Edison Middle School's e-ticket system. The ITST will provide learning and collaborative opportunities for teachers to integrate technology in their classroom. The ITST will also provide learning and collaborative opportunities for students to use technology tools to link their learning to the world. The Principal, Administrative Team, and IT Support Technician will also monitor the implementation of the School2Home program at Edison Middle School.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA-T1 C&C Coach (7T124)		14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425378	N/A	14188	120,470	1.00	100
CE-ESSA-T1 C&C Coach (7T124)	1000	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	1,552		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
During Breakfast in the Classroom (BIC), Period 1 teachers will monitor student progress toward culmination. Each student will have an Academic Progress Form in which they will record their grades, calculate their GPA, and monitor their credits. Academic Counselors and other support staff will generate, print, collate, and distribute quarterly grades to all Period 1 teachers. Recommendations for enrichment, intervention, and credit recovery will be provided. Teacher will guide students in setting short-term and long-term goals.	09/01/2020 05/28/2021	The percentage of students passing their A-G courses will increase each Quarter across all disciplines. The Leadership Team, Intervention Coordinator, and Academic Counselors will monitor and support Period 1 Teachers.
In order to increase student achievement and progress toward culmination, literacy will be improved in social studies and science classes to enhance learning experiences and engage students. Supplemental Instructional Materials (SIM) such as maps, resource books, workbooks, composition notebooks, easel pads, primary resources, science posters & charts will be purchased.	07/01/2020 03/31/2021	The percentage of students passing their A-G courses will increase each Quarter across all disciplines. The Leadership Team, Intervention Coordinator, and Academic Counselors will monitor and support Period 1 Teachers. The Principal or Designee will monitor the expenditures to support the school's instructional program.
Curricular trips will encourage students to pursue post-secondary education. Science and Social Studies teachers, the AVID Coordinator, and the College and Career Coach will utilize Curricular Trips to provide real-world connections and opportunities for students to further develop their academic language, and their college and career readiness. Admission tickets and LAUSD buses will be purchased to museums and college campuses to reinforce themes/concepts presented in the Science and Social Studies classrooms and expose and motivate students to pursue post-secondary education. LAUSD pre-approved destinations include: -The California Science Center -The Griffith Observatory -The Natural History Museum -The Getty Museum and Center -The Ronald Reagan Library -Pt. Fermin Outdoor Education Center -CCCs, CSUs, UCs, and private colleges and universities.	09/01/2020 05/28/2021	The percentage of students planning to pursue higher learning will increase as reported on the 2020-2021 School Experience Survey. The Principal or Designee will monitor that teachers have the necessary documentation.
The Middle School Culmination and Certificate of Completion Policy will be reviewed by the Academic Counselors and College and Career Coach with 8th grade students, sent home each semester with students, and mailed home. Academic Counselors and teachers will review IGPs and A-G graduation requirements.	07/01/2020 04/01/2021	The percentage of students culminating at the end of their 8th grade will increase when compared to the previous class. The Principal and Administrative team will make sure that assemblies and classroom visits are taking place on a regular basis; monthly. The Academic Counselors and College and Career Coach will visit classrooms to discuss IGPs, A-Gs, and the requirements for receiving a Middle School Certificate of Completion and participation in the culmination ceremony.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The IT Support Technician will maintain the school's technology (mobile laptop carts, teacher and student iPads & laptops, and computer labs) to ensure that technology is accessible by all students to develop literacy and technology skills. The ITST will also provide tech support, maintenance, and inventory of classroom instructional equipment, connectivity, and networking issues for daily instruction.	07/01/2020 06/30/2021	There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA and Math Standards as reported on MyData and the 2021 CA Dashboard. Student technology proficiency will positively affect their SBAC proficiency. The Principal, Administrative Team, TSP Advisor, College and Career Coach, and Instructional Coaches will monitor the use of technology and needs of teachers and students to
Educational Aides III (AVID) will support AVID schoolwide to transform the instruction, leadership, and culture at Edison Middle School through the implementation of AVID/WICOR strategies, college readiness, and college requirements under the direct supervision of a trained AVID teacher in 6th-8th grade AVID classrooms.	07/01/2020 06/30/2021	The percentage of students culminating high school ready will increase when compared to the previous class. The percentage of students planning to pursue higher learning will increase as reported on the 2020-2021 School Experience Survey. The Principal, Administrative Team, and the AVID Coordinator will monitor Edison's implementation of AVID using the Secondary Coaching and Certification Instrument (CCI) to measure our level of implementation.
Students will use Naviance to set academic goals and participate in college and career readiness lessons. Elective teachers, will provide regular opportunities for students to set goals and complete grade levels tasks.	09/01/2020 06/10/2021 New	There will be an increase in the number of students planning to complete higher levels of education and overall college readiness as reported in the 2020-2021 School Experience Survey. The College and Career Coach and Academic Counselors will use Naviance for progress monitoring and goal setting.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	10,642		100
CE-ESSA T1 Schools (7S046)	2100	25691 - ITSUPPORT TECH C1T/5 (6 Hrs / 5 Days)	30371502	N/A	25691	62,790	1.00	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
Using their most recent academic marks and the Problem Solving Model, students not on track to culminate on time will be identified and targeted for Saturday Intervention. Parents will be informed of the services and resources available at the school site. Students will receive the Saturday School application for parent acknowledgement of the intervention services.	09/01/2020 05/28/2021	The percentage of students passing their A-G courses will increase each grading period. An academic/attendance alert/referral will be sent home for parent acknowledgement and a copy kept in file and documented in MiSiS. The Principal or Designee, Academic Counselors, TSP Advisor, PSA, Title III Coach, will monitor and inform parents on the student's progress toward culmination through ongoing meetings and notifications sent home with the student and through school mail.
Students will have the opportunity to recover credits during Summer School (funded by Beyond the Bell, LAUSD Summer Programs). Students will attend 60 hours of instruction to recover 5.0 credits of a core class needed to fulfill the number of credits needed to culminate from an LAUSD middle school. The Academic Counselors will generate and distribute credit reports to all students during individual meetings and whole classroom visits.	01/18/2021 06/30/2021	Attendance rosters will be used to determine the participation rate of students during the summer program. Summer school staff will monitor student attendance and monitor their progress toward earning the recovery credits.
Increase motivation for students to culminate by Improving articulation with the local high schools in our Zone of Choice through guest speakers, (staff and students), presentations, and campus visits.	07/01/2020 12/18/2020	8th grade students will be better informed when selecting their high school through the Zone of Choice (ZOC) application process. The 8th grade Academic Counselor and the College and Career Coach will establish relationships with the local high schools in our ZOC. Student attendance in Saturday intervention will increase as well as the percentage of students participating in their culmination ceremony. Fewer discipline issues will be reported.
Students will have access to staff and resource centers (Learning Center, Media Center, GEAR UP 4 LA) during and after school for at least 32 weeks of the school year. Credentialed teachers and School Librarian will provide academic tutoring in the core subjects (Math, ELA, Science, and Social Studies) after school in their classrooms and in the Library. Students (who not have access to internet at home) will be able to access desktop computers, the Internet, Digital Library, online tutoring, and printing services in the Media Center. They will also be supported by Edison's "TECH SQUAD" with their multimedia projects.	09/01/2020 05/28/2021	Sign in rosters will used to determine the participation rate of students accessing the after school services and resources. The Principal or Designee will organize, implement, and monitor the effectiveness of the services. The IT Support Technician will provide technical assistance with the computer systems, troubleshoot hardware and software malfunctions to ensure that Edison students have access to technology. The Principal or Designee will support the ITST and the credentialed teacher supervising the Media Center.
Attendance Intervention will be offered for students who are in the Basic Attendance Band who did not maintain the 96% attendance rate so that they may have an opportunity to participate in their 8th grade culmination. We also need to establish an 8th Grade Attendance Policy that informs parents of the Attendance requirement for culmination and of the limits of the Attendance intervention opportunities so that it does not become a substitute for their regular attendance.	09/01/2020 05/28/2021 New	The percentage of students culminating will increase. The Admin Team, PSA, an Academic Counselors will monitor and inform students and parents of their progress toward culmination.

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 school will encourage and support parents in participating in the education of their child. Each month, during Coffee with the Principal, data will be reviewed and analyzed:</p> <ul style="list-style-type: none"> -SBAC summative data -School Experience Survey results (February 2020) -Quarterly progress grades -Progress toward culmination -Attendance data -Reclassification data -Discipline referrals 	<p>07/01/2020 06/10/2021</p>	<p>The percent of parents who agree they have visited the parent center will increase from 48%to 50% as reported in the 2020-2021 SES. Sign ins will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Community Representative will file the sign in rosters in the Parent Center for five years.</p>
<p>Parents will receive academic progress grades every 5 weeks. Progress report cards will be mailed home to keep parents informed of student progress toward graduation. Parents will have the opportunity to meet with teachers, Academic Counselors, Administrators, and other support staff during the evenings of Back to School/Open House and Parent-Teacher Conferences. The Parent Community Representative will provide additional support to parents who need to schedule additional conferences with teachers, Academic Counselor, support staff, or members of the Administrative Team.</p>	<p>09/01/2020 06/10/2021</p>	<p>The percentage of students agreeing that the school informs them of school activities in different ways will remain at 90% or above as reported on the results of the 2020-2021 School Experience Survey. Sign ins will be used to determine the participation rates of parents and the effectiveness of our communication.</p>
<p>Parents will be informed of the LAUSD A-G graduation requirements and the Individual Graduation Plan (IGP). Parents will participate in workshops and college visits facilitated by the Academic Counselors, College and Career Coach, and GEAR UP 4 LA team.</p> <p>Workshops will include:</p> <ul style="list-style-type: none"> -Changing Graduation Requirements -Attendance Matters <p>College visits will include:</p> <ul style="list-style-type: none"> -UCLA -CSULA -ELAC -LATTC 	<p>07/01/2020 06/10/2021</p>	<p>The number of IGPs returned with parent acknowledgment signatures will confirm that parents are aware of their child's IGP. Period 1 teachers will fill the IGP for each student in their portfolio. The Administrative Team and Academic Counselors will monitor each student's IGP, input the information on MiSiS and keep a copy of each students' IGP in file. Sign in sheets will be kept on file for parents who attend workshops facilitated by GEAR UP.</p>
<p>Parents will be informed of the resources available beyond the regular day to support the academic success of their child. Parents will be invited to the Annual Title 1 meeting. Parents will receive information about the services funded by the Title 1 Program to promote the academic progress of their child toward culmination.</p>	<p>07/01/2020 06/10/2021</p>	<p>Sign ins will be used to determine the participation rate of parents and the effectiveness of our communication. The Parent Community Representative will file sign ins for five years. The Principal or Designee will facilitate the Title 1 Meeting and provide any additional information or support to parents. The sign in will be uploaded to the Principal's Portal.</p>
<p>The Parent Community Representative will be trained by the Administrative Team, Academic Counselors, and College and Career Coach to be able to assist parents with culmination information, the changing graduation requirements, and financial aid to build parent capacity.</p>	<p>07/01/2020 06/30/2021</p>	<p>A higher percentage of parents will report that school staff help them understand the requirements for CSU/UC admission as reported on the School Experience Survey. The Parent Community Representative will file sign ins for five years.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Pupil Services and Attendance Counselor (PSA) will communicate and enforce the LAUSD Attendance Policy through a student-parent contract. Eight grade students who are absent more than 7 days in a school year will not be able to participate in the end of year culmination ceremony. The goal of the LAUSD and Edison Middle School is that students are in school 96% of the time. Parents will review and acknowledge with their signature their support of this Attendance Policy. The PSA will provide regular attendance review meetings with parents and attendance reports for students.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be a higher percentage of 8th grade students whose cumulative attendance rate will be maintained at 96% throughout the school year as reported on the MyData month-to-month attendance comparison report. Eight grade attendance will be monitored by the PSA. PSA will conduct regular attendance review meeting with 8th grade parents in the Parent Center. PSA will generate regular 8th grade attendance reports for students to inform them of their progress toward their participation in the end of the year culmination ceremony.</p>

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

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input 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 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 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

According to the 2019 CA Dashboard under the California Accountability System and as measured by the Smarter Balanced Summative Assessment, Edison students (1,163), grades 6-8, are 69.2 points below the standard or from meeting the basic standard but there was an increase of 9.9 points in their academic performance and the

- Students with Disabilities declined by 5.3 points (red).
- African American students increased by 5.7 points (orange).
- English Learners increased by 7.7 points (orange).
- Hispanic students increased by 10.5 points (yellow).
- Socioeconomically Disadvantaged students increased by 10.1 points (yellow).

According to MyData:

- Overall, 25% of 6-8 grades students met or exceeded the Common Core State Standards in 2018-2019.
- 19% of 6th graders met or exceeded the Common Core State Standards.
- 28% of 7th graders met or exceeded the Common Core State Standards.
- 24% of 8th graders met or exceeded the Common Core State Standards.

According to the student results of the 2019-2020 School Experience Survey:

- 70% agreed that in their classes they think about how to solve problems in new ways.
- 72% agreed that for their assignments they explain their thinking in writing.
- 74% agreed that they use evidence or collect data to make conclusions.

According to the teacher results of the 2019-2020 School Experience Survey:

- 20% agreed that they observe their colleagues to get ideas for their own instruction.
- 27% agreed that they frequently examine evidence of student understanding/mastery with their colleagues.
- 30% agreed they frequently worked in grade-level or department-level teams to review and align grading practices.
- 84% agreed that the curriculum at this school is focused on helping students get ready for college.

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

An achievement gap exists. Individual needs must be addressed by differentiating instruction to close the achievement gap between ELs, SWDs, ELs with disabilities, GATE students, and SELs.

There is a high turnover rate at this school. Some teachers left mid-year leaving vacant positions filled by substitutes. There are also many new teachers who are new to the profession and/or new to the school.

Staff at this school site partially collaborate (usually within departments). There is a need for schoolwide collaborative systems that review and assess data to inform instruction or drive curriculum.

There is a need for teachers to collaboratively develop data-driven lessons/units with target Smarter Balanced academic vocabulary, varying DOK questions, literacy strategies (WICOR), cultural relevance, and engagement.

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

Clear objectives and expectations must be provided along with high-quality, rigorous instruction that is meaningful, engaging, and relevant to students.

Literacy needs to be incorporated across all curriculum in all content groups. Literacy should not only taught in the ELA classes.

There needs to be an alignment between the Common Core State Standards and lessons developed by teachers, assessments, and student projects. Teachers need to examine the resources on caaspp.org such as the Digital Library and IABs and ICAs.

There is a need to promote independent reading at Edison. This can be accomplished through software and a schoolwide campaign such as top readers and the top classes reading the most words each month.

Next steps to address the need in Reading:

1. The Title III Coach, EL Coach, EL Designee, EL Teachers and Integrated ELD Teachers will monitor students' reading progress by monitoring their performance on the following Reading Apps; Open eBook, Overdrive, Libby, and Hoopla (These Apps are provided by the district for free).

2. The Title III Coach, EL Coach, and EL Designee will work with students in small classroom settings to support students' reading skills.

3. Based on students' reading performance, The Title III Coach, EL Coach, and EL Designee will work with EL Teachers and Integrated EL Teachers to develop differentiated lesson plans that meet the needs of ELs.

4. The Title III Coach, EL Coach, EL Designee, EL Teachers and Integrated EL Teachers will analyze SBAC data to pinpoint the Targets/Claims with the most need to inform instruction in the areas of reading and relevant topics.

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

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

By June 2021, the percentage of 6th-8th grade students who meet or exceed the Common Core ELA standards on the Smarter Balanced Assessment will increase from 25% to 30% as reported in MyData.

By June 2021, the percent of 6th grade students meeting or exceeding the Common Core ELA Standards will increase from 19% to 30% as reported in LAUSDs MyData.

By June 2021, the percent of 7th grade students meeting or exceeding the Common Core ELA Standards will increase from 28% to 30% as reported in LAUSDs MyData.

By June 2021, the percent of 8th grade students meeting or exceeding the Common Core ELA Standards will increase from 24% to 30% as reported in LAUSDs MyData.

By June 2021, the Academic Performance of Students with Disabilities students in ELA will change from 146.6 to 140.2 points from the standard, a 6.4 point increase, as reported in the 2020 CA Dashboard.

By June 2021, the Academic Performance of African American students in ELA will change from 73.8 to 67.1 points from the standard, a 6.7 point increase, as reported in the 2020 CA Dashboard.

By June 2021, the Academic Performance of English Learners in ELA will change from 110.4 to 102 points from the standard, an 8.4 point increase, as reported in the 2020 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).

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELA teachers will receive professional development around the English Language Arts/Literacy Common Core State Standards (CCSS) and appropriate instructional strategies to assist students in meeting the standards. They will use interim Assessment data to monitor mastery of the CCSS. Teachers will examine Interim Assessment Blocks and available resources on caaspp.org, such as the Digital Library, during common planning time, content meetings, and professional development to create rigorous CCSS aligned assignments, projects, and assessments to improve student literacy. Teachers will break English interim assessment data by subgroups; Students with disabilities (red), African American (orange) and English Learners (orange). Teachers will search for the best literacy resources that support, engage and relate to the academic need and culture for each of the three mentioned subgroups.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and the 2021 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and ELA teachers to analyze and inform their instruction. Professional development will be facilitated by the Administrative Team and the Instructional Leadership Team composed of the Instructional Coach, TSP Advisor, the Title III EL Coach, and teachers.</p>
<p>ELA and ELD teachers will meet during the day (weekly) as Professional Learning Communities (PLCs) to meet and plan collaboratively (during their common conference period), participate in professional development, participate in data analysis, conduct peer reviews and classroom observations, share best practices, analyze student work, and monitor our progress toward school-wide goals. Teachers will share the best literacy resources that support, engage and relate to the academic need and culture for each of the three subgroups; Students with disabilities (red), African American (orange) and English Learners (orange).</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and the 2021 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and ELA teachers to analyze and inform their instruction.</p>
<p>ELA teachers will be trained in research-based instructional strategies which increase engagement and learning for all students. Teachers will pay especial attention on differentiating instruction for Students with disabilities (red), African American (orange) and English Learners (orange) in order to support academic engagement and culturally relevant instruction. Teachers will develop lessons that actively engage these subgroups, focus on cooperative learning, multiple intelligences, and classbuilding and teambuilding.</p>	<p>07/01/2020 06/30/2021</p>	<p>Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits and Instructional Rounds. Fewer discipline issues will be reported. There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and the 2021 CA Dashboard.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Leadership and Instructional Team will meet (during the day, after school, during the summer, and on Saturdays) to plan and monitor the effectiveness of Professional Development and the School's Instructional Program and analyze school-wide ELA data and monitor our progress toward the school's SPSA measureable objectives. The Instructional Team will focus their attention on Students with disabilities (red), African American (orange) and English Learners (orange) and analyze their progress and engage in researching strategies that best support these subgroups in reaching the established academic goals.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and the 2021 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and ELA teachers to analyze and inform their instruction.</p>
<p>Teachers will utilize the Smarter Balanced Interim Assessments (one per semester) data and SBAC Practice Tests (weekly) to improve student readiness and technology literacy with the Smarter Balanced Assessment System. The Instructional Coach will analyze and review Interim Assessments data with teachers across the curriculum during common meeting time. The data will be used to design interventions and enrichment lessons and activities that will support each of the three subgroups; African American (orange), English Learners (orange) and Students with Disabilities (red).</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and the 2021 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and ELA teachers to analyze and inform their instruction.</p>
<p>ELA teachers will use CCSS-aligned formative and interim assessment data to create major writing assignments to improve the literacy skills of students. Students will access online practice and trainings tests to build their proficiency with the CAT and Performance Task items. This will support Students with disabilities (red), African American (orange) and English Learners (orange) to become computer literate and practice the necessary technological skills so that they become proficient at using technology during school, district or state assessments.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core ELA standards on the Smarter Balanced summative assessment as reported on MyData and the 2021 CA Dashboard. The Instructional Coach will provide the writing prompts and set the windows for the major writing task each semester for each grade level. The Instructional Coach will assist and support teachers through observation and collaboration.</p>
<p>ELA teachers will collaborate as Specialized/Vertical Teams at least once a month to design interdisciplinary lessons that are aligned to the ELA Common Core State Standards. Specialized/Vertical teams will include teachers from the four core subjects. Teams will develop units and lessons that embed the four Claims-listening, speaking, reading and writing in daily instruction for English Learners (orange). Specialized/vertical teams will implement common instructional strategies, scaffolds, literacy strategies, and common formative and summative assessments across the curriculum. Vertical Planning will support Students with disabilities (red), African American (orange) and English Learners (orange) because teachers will examine and share the strengths and academic interest for each of the students in the three subgroups.</p>	<p>07/01/2020 06/30/2021</p>	<p>Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits and Instructional Rounds. Fewer discipline issues will be reported to the Deans. The Instructional Coach will assist and support teachers through observation and collaboration.</p>
<p>ELA teachers will examine the ELD standards and their alignment to the ELA CCSS and receive training in appropriate instructional strategies to assist students in meeting the standards. Teachers will continue to receive professional development in the use of academic conversations, language objectives, language domains, and instructional scaffolds to meet the academic needs of Students with disabilities (red), African American (orange) and English Learners.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the scores of ELs, SELs, ELs with disabilities, and SWDs on the ELA Smarter Balanced summative assessment. The Title III EI Coach, TSP Advisor, and Instructional Coach will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including ELs, LTELs, SELs, and RFEPs.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELA and ELD teachers will be trained in SAMR to plan for purposeful technology integration and their lesson planning to be innovative and facilitate higher order learning as classified in the Technology Integration Matrix (TIM) model. This training will support Students with disabilities (red) by supporting differentiation with instruction. Also, this training will support African American students (orange) by making the content more engaging and more relevant to their culture. This training will support English Learners (orange) by using the LAUSD free Microsoft app of Reading to the Text for practicing their listening skills. Teachers will be trained and supported to create a learning environment that allows for collaborative, constructive, and authentic opportunities for learning.</p>	<p>07/01/2020 06/30/2021</p>	<p>Teachers will report agreeing to receiving training on effectively integrating technology in their instruction as reported in the results of the 2020-2021 School Experience Survey. Students will report agreeing to solving problems in new ways as reported in the results of the 2020- 2021 SES. The IT Support Technician (ITST) will support teachers and students in their technology needs through Edison Middle School's e-ticket system. The ITST will provide learning and collaborative opportunities for teachers to integrate technology in their classroom. The ITST will also provide learning and collaborative opportunities for students to use technology tools to link their learning to the world. The Principal, Administrative Team, the TSP Advisor, and IT Support Technician will also monitor the implementation of the School2Home program at Edison Middle School.</p>
<p>The Instructional Coach will support English teachers in lesson planning that implements research-based instructional strategies to increase learning and engagement for all students and specifically for Students with disabilities (red), African American (orange) and English Learners (orange). Teachers will develop lessons that actively engage students, focus on cooperative learning, multiple intelligences class-building and teambuilding. The Instructional Coach will guide English teachers in their examination of the Smarter Balanced Summative Assessment and Interim Assessments data and available resources on caaspp.org, such as the Digital Library, during common planning time, content meetings, and professional development to create rigorous CCSS aligned assignments, projects, and formative assessments to improve student achievement and growth in the ELA standards. The Instructional Coach will support English teachers by facilitating professional development on the ELA Common Core State standards (CCSS), ELA Practices, ELD Standards, and appropriate instructional strategies to assist students to meet the ELA Common Core State Standards.</p>	<p>07/01/2020 06/30/2021 New</p>	<p>There will be an increase in the scores of ELs, SELs, ELs with disabilities, and SWDs on the ELA Smarter Balanced summative assessment. The Title III EI Coach, TSP Advisor, and Instructional Coach will assist and support teachers with instructional strategies that support the delivery of grade-level content to all students, including ELs, LTELs, SELs, and RFEPs.</p>
<p>The intervention/Prevention Support Coordinator will support teachers in developing ELA lessons that take into consideration a safe pedagogy so that students feel free to engage in academic learning. The Prevention/Support Coordinator will share behavior intervention data with the teachers so that their lessons can be modified for those students and less disruption can take place during instructional time specifically for Students with disabilities (red), African American (orange) and English Learners (orange). The Intervention/Support Coordinator will support teachers during professional development by providing strategies that support students' achievement such as tone of voice, student behavior approach and building positive relationships.</p>	<p>07/01/2020 06/30/2021 New</p>	<p>Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits and Instructional Rounds. Fewer discipline issues will be reported to the Deans. The Instructional Coach will assist and support teachers through observation and collaboration.</p>

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

Focus Area:	Effective Classroom Instruction	<i>Academic : English Language Arts</i>
Strategies		

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The IT Support Technician (ITST) will maintain the school's technology (mobile laptop carts, teacher and student iPads, and computer labs) to ensure that technology is accessible by all students to develop literacy and technology skills. The ITST will also provide tech support, maintenance, and inventory of classroom instructional equipment, connectivity, and networking issues for daily instruction. The ITST will support Students with disabilities (red), African American (orange) and English Learners (orange) by providing individualized support for downloading LAUSD approved apps that meet the needs of these three subgroups.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. Student technology proficiency will positively affect their SBAC proficiency. The Principal, Administrative Team, TSP Advisor, College and Career Coach, and Instructional Coaches will monitor the use of technology and needs of teachers and students. Administration will provide teachers with actionable feedback during classroom observations to ensure PD implementation and the delivery of standards based lessons.</p>
<p>Categorical funds will be used to maintain a lower class size in 6th grade ELA classes specifically designed for ELs, Foster Youth, and SWDs to support the transition of 6th grade students from elementary to middle school. A smaller class size will allow the teacher extra time to provide additional support through learning centers for small group instruction, facilitate peer tutorials and study groups, and monitor student progress. With a smaller class size, the teacher will be able to establish rapport with students and build a relationship that will benefit and support student learning. Smaller class sizes will encourage Students with disabilities (red), African American (orange) and English Learners (orange) to engage in more constructive, collaborative and personalized lessons that will benefit their learning and mastering of the ELA CCSS.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the percent of 6th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support 6th grade students in their transition to middle school through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers with actionable feedback during classroom observations to ensure PD implementation and the delivery of standards based lessons.</p>
<p>Teacher Assistant (TA w/Bilingual Differential) will support classroom instruction under the direct supervision of a highly qualified teacher to support low-income, ELs , RFEPs, SELs, SWDs, and foster youth. TA will provide extra support through small group instruction, one-to-one tutoring, progress monitoring, and goal-setting in order to support Students with disabilities (red), African American (orange) and English Learners (orange). TA will establish rapport with students and build a relationship that will benefit and support student learning and specifically the three groups mentioned above; Students with disabilities (red), African American (orange) and English Learners (orange).</p>	<p>08/18/2020 06/10/2021</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers with actionable feedback during classroom observations to ensure PD implementation and the delivery of standards based lessons.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Support staff will guide teachers in lesson planning that integrates research-based strategies and protocols such as Talk Moves, Notice & note, WICOR strategies, Close Reading, Constructive Conversations skills, Explicit Direct Instruction, and Culturally Responsive participation and discussion protocols. Students will be actively engaged, will collaborate with classmates, work in teams, and use technology to solve problems. Students with disabilities (red), African American (orange) and English Learners (orange) will be able to utilize a collection of strategies in order to support their academic achievement. in ELA.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers with actionable feedback during classroom observations to ensure PD implementation and the delivery of standards based lessons.</p>
<p>Teachers will integrate technology in the delivery of their lessons and create opportunities for their students to collaboratively solve problems and demonstrate their new learning. Students will use their iPads to communicate and share their learning. Students will use Google Docs to create, edit and collaborate with others on documents. Students will also create presentations and projects collaboratively using Google Slides, Google Forms and Padlet. The Verizon Grant will support Students with disabilities (red), African American (orange) and English Learners (orange) by letting them use iPads through out the academic year so that they can be able to engage in academic activities at school and at home; the iPads have built in internet in order to prevent inequities.</p>	<p>07/01/2020 07/01/2020</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers with actionable feedback during classroom observations to ensure PD implementation and the delivery of standards based lessons.</p>
<p>Monthly instructional Rounds will provide opportunities to observe ELA and ELD Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames. These are strategies that the teachers of Students with disabilities (red), African American (orange) and English Learners (orange) will implement during their lessons in order to support the individual needs of these students.</p>	<p>09/01/2020 05/28/2021</p>	<p>The Administrative Team, TSP Advisor, ELA and ELD Teachers, and the Title III EL Coach will have regular opportunities to observe and debrief on the effectiveness of ELA instruction and use their observations to inform the instructional program and Professional Development. There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the 2020 CA Dashboard. There will also be an increase in the percent of teachers who agree they observe the instruction of their colleagues and agree that the school leadership visit their classroom as reported in the 2020-2021 SES. Administration will provide teachers with actionable feedback during classroom observations to ensure PD implementation and the delivery of standards based lessons.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>In order to support Effective Classroom Instruction, the Instructional Coach will support English teachers in planning lessons that implement research-based instructional strategies to increase learning and engagement for all students and specifically for Students with disabilities (red), African American (orange) and English Learners (orange). Teachers will develop lessons that actively engage students, focus on cooperative learning, multiple intelligences class-building and teambuilding. Also, the Instructional Coach will model lessons for teachers that might be having teaching challenges as well as observe teachers while delivering lessons and providing constructive feedback.</p>	<p>07/01/2020 06/30/2021 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers with actionable feedback during classroom observations to ensure PD implementation and the delivery of standards based lessons.</p>
<p>In order to support Effective Classroom Instruction, the Intervention/Prevention Coordinator will visit and sit in those classrooms that might be having behavior challenges and specifically with Students with disabilities (red), African American (orange) and English Learners (orange) in order to provide feedback to the teachers as to the root or cause of the challenges and thus improve and increase instructional time.</p>	<p>07/01/2020 06/30/2021 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers with actionable feedback during classroom observations to ensure PD implementation and the delivery of standards based lessons.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13261 - CSR TCHR ELEM G6 1TK (6 Hrs / 5 Days)	30444854	N/A	13261	120,470	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,463	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,463	0.00	100
CE-ESSA T1 Schools (7S046)	1000	13261 - CSR TCHR ELEM G6 1TK (6 Hrs / 5 Days)	30463890	N/A	13261	120,470	1.00	100

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

Academic : English Language Arts

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Using their most recent academic mark in ELA, results of the IAB, and the Problem Solving Model, students not passing their ELA class will be identified and targeted for Saturday Intervention. The results of the specified IAB will be used to determine the English language arts and literacy knowledge and skill sets needed to meet the Common Core State Standards.</p> <p>Core teachers and Academic Counselors will monitor student progress throughout the school year by concentrating more efforts on Students with disabilities (red), African American (orange) and English Learners (orange). These progress monitoring meetings will be logged and documented in each student's file and on MiSiS. Parents will be informed of the services and resources available at the school site. Students will be able to receive up to 40 hours of intervention for participating in the Saturday Program.</p>	<p>09/01/2020 05/28/2021</p>	<p>The percentage of students passing their ELA courses will increase each grading period. The number of students meeting or exceeding the ELA SBAC will increase as reported in MyData and the CA Dashboard. An academic alert/referral will be sent home for parent acknowledgement and a copy kept in file. The Intervention/Prevention Support Coordinator will monitor and file the Alerts as evidence of parent-teacher communication. Academic Counselors, the Intervention/Prevention Support Coordinator will monitor student progress toward earning credits in their ELA courses.</p>
<p>Using their final academic mark in ELA, results of the IAB, and the Problem Solving Model, students who do not pass their ELA class will be identified and targeted for intervention during Summer School (funded by Beyond the Bell, LAUSD Summer Programs). The results of the specified IAB will be used to determine the English language arts and literacy knowledge and skill sets needed to meet the Common Core State Standards.</p> <p>Students will have the opportunity to recover ELA credits during Summer School. Students will attend 60 hours of instruction to recover 5.0 credits needed to culminate from an LAUSD middle school. Summer School will provide the extra support and reinforcement that Students with disabilities (red), African American (orange) and English Learners (orange) need in ELA. The Academic Counselors will generate and distribute credit reports to all students during individual meetings and whole classroom visits.</p>	<p>09/01/2020 05/28/2021</p>	<p>Students will agree that this school is a supportive and inviting place for students to learn as reported in the 2020-2021 SES. Attendance rosters will be used to determine the participation rate of students during the summer program. Summer school Administrator and staff will monitor student attendance and monitor their progress toward earning the recovery credits.</p>
<p>Students will have access to staff and resource centers (Learning Center, Media Center, GEAR UP 4 LA) during and after school for at least 32 weeks of the school year. Credentialed teachers and School Librarian will provide academic tutoring in ELA after school in their classrooms and in the Library. Students (who not have access to internet at home) will be able to access desktop computers, the Internet, Digital Library, online tutoring, and printing services in the Media Center. They will also be supported by Edison's "GEEK SQUAD" with their multimedia projects. Students with disabilities (red), African American (orange) and English Learners (orange) will be encouraged to use these extra supports that Edison will be offering in order to enhance their academic skills, knowledge and mastery of the English Language and CCSS.</p>	<p>09/01/2020 05/28/2021</p>	<p>Sign in rosters will be used to determine the participation rate of students accessing the after school services and resources. The Intervention/Prevention Support Coordinator will organize, implement, and monitor the effectiveness of the services. The IT Support Technician will provide technical assistance with the computer systems, troubleshoot hardware and software malfunctions to ensure that Edison students have access to technology. The Principal or Designee and ITST will provide support to the credentialed teacher supervising the Media Center.</p>
<p>Students will monitor their progress toward culmination each quarter. Each student will have an Academic Progress Report in which they will record their grades, calculate their GPA, and monitor their credits. Academic Counselors and other support staff will generate, print, collate, and distribute quarterly grades to all Period 1 teachers. Teacher will guide SELs, Students with disabilities (red), African American (orange) and English Learners (orange) in completing their IGP. Recommendations for enrichment, intervention, and credit recovery will be provided. Teacher will guide students in setting short-term and long-term goals.</p>	<p>09/01/2020 06/10/2021</p>	<p>The percentage of students passing their ELA courses will increase each Quarter across all disciplines. The number of students meeting or exceeding the ELA SBAC will increase as reported in MyData and the CA Dashboard. The Leadership Team, Intervention Coordinator, and Academic Counselors will monitor and support Period 1 Teachers.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Students will monitor their proficiency in meeting the ELA CCSS as assessed by SBAC. SELs, Students with disabilities (red), African American (orange) and English Learners (orange) will analyze their previous scores and set a proficiency goal for the Spring SBAC. Period 1, BIC teachers, will monitor how much students need to grow to meet grade-level proficiency and motivate students in their trajectory toward high school and college/career readiness.	08/18/2020 04/30/2021	The number of students meeting or exceeding the ELA SBAC will increase as reported in MyData and the CA Dashboard. The Period 1/BIC teacher will be provided with a discussion prompt to facilitate a discussion around student SBAC data and goal setting. Edison students will be high school ready by the end of their 8th grade as reflected on the percentage of students who culminate. The Principal or Designee, the Academic Counselors, and Intervention/Prevention Support Coordinator will generate SBAC data and support Period 1/BIC teachers.
Under the direct supervision of a highly qualified teacher, Teacher Assistant, will support classroom instruction for low-income, Students with disabilities (red), African American (orange) and English Learners (orange), RFEPs, SELs, SWDs, and foster youth during Saturday School and after school intervention. TA will provide extra support through small group instruction, one-to-one tutoring, progress monitoring, and goal-setting. TA will establish rapport with students and build a relationship that will benefit and support student learning.	09/05/2020 05/01/2021 New	There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.
To improve student proficiency of the Reading SBAC Claims, independent reading will be promoted and monitored through a schoolwide campaign with a especial focus on Students with disabilities (red), African American (orange) and English Learners (orange).	08/18/2020 05/28/2021 New	The number of students meeting or exceeding the ELA SBAC will increase as reported in MyData and the CA Dashboard. The School Librarian will monitor and promote the reading campaign. The success of the reading campaign will be measured by the number of words read each month by students and by classes. Milestones will be celebrated each month over the PA during announcements.
In order to provide Interventions During and After Day and Other Supports, the Instructional Coach will monitor students' academic performance through out the year and offer one to one support to those students that are falling behind in ELA during the day as well as support in identifying those students that need intervention after school or on Saturdays especially for Students with disabilities (red), African American (orange) and English Learners (orange).	07/01/2020 06/30/2021 New	There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.
In order to provide Interventions During and After Day and Other Supports, the Intervention/Prevention Support Coordinator will support students emotionally and academically when they are referred to her office during the day as well as recommend those students that are frequently referred to her office for after school and Saturday school intervention in order to recover missed instructional time especially for Students with disabilities (red), African American (orange) and English Learners (orange).	07/01/2020 06/30/2021 New	There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core ELA Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The school will encourage and support parents in participating in the education of their child. The Principal or Designee will engage parents through monthly Coffee with the Principal. The Principal will review and analyze data such as: -ELA SBAC results -CA Dashboard -ELA Quarterly grades -Results of the School Experience Survey -Progress toward culmination	07/01/2020 06/30/2021	Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center. Parents will agree that they actively participate in their child's education with the school as reported in the 2020-2021 SES. The Community Representative will be responsible for parent outreach to attend Coffee with the Principal through personal phone calls and Connect Ed Calls.
Parents will be informed on the ELA curriculum used at the school, the assessments used to measure students progress, and the proficiency levels students are expected to meet. Resources and workshops will be provided to increase parents knowledge of the ELA Common Core State Standards (CCSS), the California English Learners Development (ELD) Standards, and A-G & LAUSD graduation requirements. Parent will better understand the California Assessment of Student Performance & Progress (CAASPP) and the Smarter Balanced Interim and Summative Assessments (SBAC) testing.	07/01/2020 04/30/2021	Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center. Parents will agree that they actively participate in their child's education with the school as reported in the 2020-2021 SES. The Principal or Designee, Instructional Coach, Title III Coach, and Testing Coordinator will facilitate the parent workshops and meetings .
Events such as Back to School, Open House, and Parent-Teacher Conferences will serve as an opportunity for parents to observe Edison's instructional program in ELA and improve parent-teacher communication. Parents will receive a syllabi and rules and expectations from each teacher as well as contact information (conference hours, email, website).	08/21/2020 05/28/2021	Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee will file sign ins in the Title Office. Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2020-2021 SES.
Parents will attend workshops facilitated by the Instructional Coach to improve their capacity to support their child's achievement of the ELA Common Core State Standards (CCSS) at home. Written communication and materials will be translated, duplicated for distribution to parents for trainings and for school mailings. Proposed workshops will include: -ELA Common Core State Standards -Close reading Strategies & Marking the Text -Visualizing and Connecting with the Text -Claim, Evidence, Interpretation (CEI) model	09/01/2020 05/28/2021	Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center. Parents will agree that they actively participate in their child's education with the school as reported in the 2020-2021 SES.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parents will attend workshops on the ELD program to learn about the use of constructive conversations skills with their children and practice of academic conversations at home. Proposed workshops will include: -CA ELD Standards -Language Domains -Constructive Conversation Skills -Academic Vocabulary & Academic Conversations -Language Objectives -Formative (IAB) Assessments -Reading Inventory (RI) Assessment	09/01/2020 05/28/2021	Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center. Parents will agree to receiving information about their child's progress as an English Learner as reported in the 2020-2021 SES.
Parents will visit ELA and Integrated ELD classrooms on a monthly basis to observe ELA and ELD Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames. Parents will be informed of the instructional rounds through the monthly calendar, connected and personal calls.	09/01/2020 05/28/2021	Sing Ins will be used to determine the rate of participation and the effectiveness of our communication. Parents will report that they agree to participating in their child's education with the school as reported in the results of the 2020-2021 School Experience Survey. The Principal and Administrative Team, the Community Representative, and Instructional Coach will organize these Instructional Rounds visits and create debriefing protocols. The TSP Advisor, Title III Coach, and the Community Representative will be responsible for communicating and encouraging parents to participate in these monthly Instructional Rounds.
Evening events such as Family Literacy Night, Eco-Fair, Family Game Night, SAS/ Dual Language and AVID Parent Meetings and Workshops, GEAR UP 4 LA parent and student workshops, and awards ceremonies will provide parents an opportunity to be involved in their child's education. Saturday parent workshops will support parents in understanding and applying educational strategies so that their students can be supported at home with the academic side of their education.	09/01/2020 05/28/2021	Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee will file sign ins in the Title Office. Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2020-2021 SES.

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

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

ACADEMIC GOAL — MATHEMATICS

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

According to the 2019 CA Dashboard under the California Accountability System and measured by the Smarter Balanced Summative Assessment, Edison students (1,161), grades 6-8 are 96 points below the standard or from meeting the basic standard and there was a decline of 12.3 points in the academic performance of all subgroups;

African American students (red) are 114.4 points below the standard but maintained their academic performance when compared to last year.

English Learners are 140 points below the standards and declined 13.2 points (red).

Hispanic students are 95.1 points below the standard and declined 12.5 points (red).

Socioeconomically Disadvantaged students are 96 points below the standard and declined 11.8 points (red).

Students with Disabilities are at 182.7 points below the standard and declined 16 points (red).

According to the Fall 2019 IAB data for Number System:

28% of 6th graders scored above standard.

48% of 6th graders scored near standard.

24% of 6th graders scored below standard.

According to Fall 2019 IAB data for Number System:

18% of 7th graders scored above standard.

53% of 7th graders scored near standard.

29% of 7th graders scored below standard.

According to Fall 2019 IAB data for Number System:

40% of 8th graders scored above standard.

39% of 8th graders scored near standard.

21% of 8th graders scored below standard.

According to MyData,

22% of Edison students, grades 6-8, met or exceeded the Common Core State Standards in 2018-2019.

26% of 6th grade students met or exceeded the Common Core State Standards.

22% of 7th grade students met or exceeded the Common Core State Standards.

21% of 8th grade students met or exceeded the Common Core State Standards.

According to the student results of the 2019-2020 School Experience Survey:

70% agreed that in their classes they think about how to solve problems in new ways.

72% agreed that for their assignments they explain their thinking in writing.

74% agreed that they use evidence or collect data to make conclusions.

According to the teacher results of the 2019-2020 School Experience Survey:

20% agreed that they observe their colleagues to get ideas for their own instruction.

27% agreed that they frequently examine evidence of student understanding/mastery with their colleagues.

30% agreed they frequently worked in grade-level or department-level teams to review and align grading practices.

84% agreed that the curriculum at this school is focused on helping students get ready for college.

According to the parent results of the 2019-2020 School Experience Survey:

85% agreed that this school provides high quality instruction to their child.

87% agreed that this school provides instructional resources to help them support their child's education.

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

An achievement gap exists. Individual needs must be addressed by differentiating instruction to close the achievement gap between ELs, SWDs, ELs with disabilities, GATE students, and SELs.

There is a high turnover rate at this school. Some teachers left mid-year leaving a vacant position filled by substitutes. There are also many new teachers who are new to the profession and/or new to the school.

Staff at this school site partially collaborate. There is a need for schoolwide collaborative systems that review and assess data to inform instruction or drive curriculum.

There is a need for teachers to collaboratively develop data-driven lessons/units with target Smarter Balanced academic vocabulary, varying DOK questions, literacy strategies (WICOR), cultural relevance, and engagement.

All Subgroups; African American, English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities are in the red area of the performance color chart. This indicates that the At-Risk students are also in the red area of the performance color chart. Edison adopted the New Math Curriculum two years ago and teachers are still attending trainings in order to learn how to implement the new curriculum more effectively and congruently.

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

Clear objectives and expectations must be provided along with high-quality, rigorous instruction that is meaningful, engaging, and relevant to students.

Literacy needs to be incorporated across all curriculum in all content groups. Literacy should not be taught only in the ELA classes. Students need the content academic vocabulary in order to respond adequately during interim, district and state assessments.

In order to support all subgroups (red), teachers will attend Local District South Math Professional Development in order to improve CCSS lesson plans, assessments, and student projects and pedagogy of instruction.

Also, Math teachers will support their instruction with the LAUSD approved IXL Program which students can use to support their learning in Math and teachers can use for re-enforcement of Math skills and monitoring students' progress towards proficiency.

To support our measurable objectives for 2020-2021, and Instructional Coach will be funded with Title 1 program funds. The Instructional Coach will support and facilitate analysis of IAB data, support Access to core strategies, and promote standards-based literacy in our math classrooms.

In analyzing student IAB and CFA data, teachers saw the need for differentiated instruction supported by classroom TAs and intervention/instructional coaches to meet the varied needs of students within the class to offer a multi-tiered approach. Grade level and cross curricular planning will offer collaborative opportunities to discuss the spiral of concepts to offer scaffolds to students for mastery of Math standards. Curricular mapping and pacing guides will allow for teacher collaboration of student data analysis and planning of a tiered support system to offer intervention to students for mastery of standards. Administrators and Instructional coaches will facilitate opportunities for data analysis conversations to identify areas of student need and the strategies they can utilize to make the mathematical content more comprehensible and accessible.

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

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

By June 2021, the percentage of 6th-8th grade students who meet or exceed the Common Core Math Standards will increase from 22% to 30% as reported in LAUSDs MyData.

By June 2021, the percent of 6th grade students meeting or exceeding the Common Core Math Standards will increase from 26% to 30% as reported in LAUSDs MyData.

By June 2021, the percent of 7th grade students meeting or exceeding the Common Core Math Standards will increase from 22% to 30% as reported in LAUSDs MyData.

By June 2021, the percent of 8th grade students meeting or exceeding the Common Core Math Standards will increase from 21% to 30% as reported in LAUSDs MyData.

By June 2021, the Academic Performance of African American students in math will change from 114.4 to 109.4 points from the standard, a 5 point increase, as reported in the 2020 CA Dashboard

By June 2021, the Academic Performance of English Learner students in math will change from 140 to 125.8 points from the standard, a 14.2 point increase, as reported in the 2020 CA School Dashboard.

By June 2021, the Academic Performance of Hispanic students in math will change from 95.1 to 81.6 points from the standard, a 13.5 point increase, as reported in the 2020 CA School Dashboard.

By June 2021, the Academic Performance of Socioeconomically Disadvantaged students in math will change from 96 to 83.2 points from the standard, a 12.8 point increase, as reported in the 2020 CA School Dashboard.

By June 2021, the Academic Performance of Students with Disabilities in math will change from 182.7 to 165.7 points from the standard, 17 point increase, as reported in the 2020 CA School Dashboard.

By June 2021, the Academic Performance of ALL students in math will change from 96 points below standard to 80 points below standard, 16 point increase, as reported by the 2020 CA School 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).

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
The Instructional Coach will support math teachers by facilitating professional development on the Math Common Core State standards (CCSS), Math Practices, ELD Standards, and appropriate instructional strategies to assist students to meet the Math Common Core State Standards. The instructional Coach will facilitate the analysis of Interim Assessment data to monitor mastery of the Math CCSS and the identification of common core tiered vocabulary and critical thinking and problem solving skills students need for success in high school and college and career readiness. The Instructional Coach will support Math teachers in lesson planning that implements research-based instructional strategies to increase learning and engagement for all students and specifically for African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red).. Teachers will develop lessons that actively engage students, focus on cooperative learning, multiple intelligences class-building and teambuilding	07/01/2020 06/30/2021	There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and the 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction. Professional development will be facilitated by the Administrative Team, Instructional Coach, District support personnel, Categorical Program Advisor, Targeted Student Population (TSP) Advisor, and the Title III Coach.
Math teachers will utilize the Smarter Balanced Interim Assessment (one per semester) data to improve student readiness and technology literacy with the Smarter Balanced Assessment System. The Instructional Coach will analyze and review Interim Assessment data with teachers across the curriculum during common meeting time. The data will be used to design interventions and enrichment lessons and activities that will support each of the five subgroups; Subgroups: African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red).	07/01/2020 06/30/2021	There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and the 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction.
Math teachers will use weekly CCSS-aligned formative assessments and diagnostics data to monitor mastery of the CCSS. The Instructional Coach will generate and analyze data with math teachers during common meeting time. The data will be used to inform their instruction and design interventions and enrichment lessons and activities that support each of the five subgroups; African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red).	07/01/2020 06/30/2021	There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and the 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Math teachers will meet during the day (twice a month) as Professional Learning Communities (PLCs) to meet and plan collaboratively (during PD time), participate in professional development, participate in data analysis, conduct peer reviews and classroom observations, share best practices, analyze student work, and monitor our progress toward school-wide goals. Teachers will share the best math and literacy resources that support, engage, and relate to the academic needs and culture for each of the five subgroups; African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red).</p>	<p>09/01/2020 05/31/2021</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and the 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction.</p>
<p>The Leadership and Instructional Teams, Instructional Coaches, and Support Staff will meet (during the day, after school, during the summer, after school, and on Saturdays) to plan and monitor the effectiveness of Professional Development and the School's Instructional Program and analyze school-wide Math data and monitor our progress toward the school's SPSA measurable objectives. The Instructional Team will focus their attention on African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) and analyze their progress and engage in researching strategies that best support the five subgroups in reaching the established math academic goals.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and the 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction.</p>
<p>Math teachers will collaborate as Specialized/Vertical teams once a month to design interdisciplinary lessons and projects that are aligned to the Math Common Core State Standards, Math Practices, and ELD Standards. Specialized/vertical teams will include teachers from the core subjects. Teams will develop units and lessons that embed the performance expectations in daily instruction. Specialized teams will implement common instructional strategies, scaffolds, and assessments. Vertical Planning will support African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) because teachers will examine and share the strengths and academic interests for each of the students in the five subgroups.</p>	<p>08/01/2020 06/30/2021</p>	<p>Student engagement will increase as observed by the Administration, support staff, and parents during classroom visits. Fewer discipline issues will be reported. The Instructional Coach will assist and support teachers through observation and collaboration.</p>
<p>The intervention/Prevention Support Coordinator will support teachers in developing Math lessons that take into consideration a safe pedagogy so that students feel encourages to engage in academic learning. The Prevention/Support Coordinator will share behavior intervention data with the teachers so that their lessons can be modified for those students and less disruption can take place during instructional time specifically for African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red). . The Intervention/ Support Coordinator will support teachers during professional development by providing strategies that support students' achievement such as tone of voice, student behavior approach and building positive relationships.</p>	<p>07/01/2020 06/30/2021 New</p>	<p>There will be an increase in the number of 6th-8th grade students meeting or exceeding the Common Core Math standards on the Smarter Balanced summative assessment as reported on MyData and the 2020 CA Dashboard. The Testing Coordinator will collate Smarter Balanced Interim Assessment and SBAC Summative data for distribution to the TSP Advisor, College and Career Advisor, Intervention/Prevention Support Coordinator, Instructional Coach, and Math teachers to analyze and inform their instruction.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	30451625	N/A	13297	120,470	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	10246 - DIFF INSTL COACH SEC	N/A	N/A	10246	1,862		100

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
The IT Support Technician will maintain the school's technology (mobile laptop carts, teacher and student iPads, and computer labs) to ensure that technology is accessible by all students to develop literacy and technology skills. The ITST will also provide tech support, maintenance, and inventory of classroom instructional equipment, connectivity, and networking issues for daily instruction. The ITST will support African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) by providing individualized support for downloading LAUSD approved apps such as IXL that meet the needs of the five subgroups	07/01/2020 06/30/2021	There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core the Math Standards as reported on MyData and the CA Dashboard. Student technology proficiency will positively affect their SBAC proficiency. The Principal, Administrative Team, TSP Advisor, College and Career Coach, and Instructional Coaches will monitor the use of technology and needs of teachers and students to build their proficiency through regular administration of the IABs. Administration will provide teachers actionable feedback during classroom observations to ensure PD implementation of math strategies and the delivery of standards based lessons
In order to reduce the number of students in the classroom, Categorical funds will be use to fund a Math CSR Teacher position. The CSR Teacher will be used to maintain a lower class size in 7th/8th grade math classes specifically designed for ELs, Foster Youth, and SWDs. A smaller class size will allow the teacher extra time to provide additional support through learning centers for small group instruction, facilitate peer tutorials and study groups, and monitor student progress. With a smaller class size, the teacher will be able to establish rapport with students and build a relationship that will benefit and support student learning. Smaller class sizes will encourage African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) to engage in more constructive, collaborative and personalized lessons that will benefit their learning and mastering of the Math CCSS.	07/01/2020 06/30/2021	There will be an increase in the percent of 7th & 8th grade students who meet or exceed the Common Core Math Standards as reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support 7th & 8th grade students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers actionable feedback during classroom observations to ensure PD implementation of math strategies and the delivery of standards based lessons

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher Assistant (TA w/Bilingual Differential) will support classroom instruction under the direct supervision of a highly qualified teacher to support low-income, ELs, RFEPs, SELs, SWDs, and foster youth. TA will provide extra support through small group instruction, one-to-one tutoring, progress monitoring, and goal-setting in order to support African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red). TA will establish rapport with students and build a relationship that will benefit and support student learning especially with the five subgroups mentioned above.</p>	<p>08/18/2020 06/10/2021</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers actionable feedback during classroom observations to ensure PD implementation of math strategies and the delivery of standards based lessons</p>
<p>Math teachers will use research-based strategies and protocols: Three Read Protocol, Interleaved Warm-Ups, Four Way Challenge and other differentiating strategies. All students and specifically African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) will also be actively engaged through engagement structures such as an numbered/paired heads and will collaborate with classmates, work in teams, and use technology to solve problems.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers actionable feedback during classroom observations to ensure PD implementation of math strategies and the delivery of standards based lessons</p>
<p>Math teachers will integrate technology in the delivery of their lessons and create opportunities for their students to collaboratively solve problems and demonstrate their new learning. Students will use their iPads to communicate their learning. Students will create presentations and projects collaboratively using Google Slides, Padlet, and Clips. They will use ST Math and IXL Math to reinforce their math skills each day (20 minutes required/day, 100 minutes/week.). The Verizon Grant will support African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) by letting them use iPads through out the academic year so that they can be able to engage in academic activities at school and at home; the iPads have built-in internet in order to prevent inequalities.</p>	<p>07/01/2020 06/30/2021</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers actionable feedback during classroom observations to ensure PD implementation of math strategies and the delivery of standards based lessons</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Monthly instructional Rounds will provide opportunities to observe Math Instruction, in addition to the implementation of Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames. These are the strategies that teachers of African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) will implement during their lessons in order to support the individual needs of each of the five subgroups.</p>	<p>09/01/2020 05/28/2021</p>	<p>The Administrative Team, TSP Advisor, Math and ELD Teachers, and Instructional Coach will have regular opportunities to observe and debrief on the effectiveness of Math instruction and use their observations to inform the instructional program and Professional Development. There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards are reported on MyData and the 2020 CA Dashboard. There will also be an increase in the percent of teachers who agree they observe the instruction of their colleagues and agree that the school leadership visit their classroom as reported in the 2019-2020 SES.Administration will provide teachers actionable feedback during classroom observations to ensure PD implementation of math strategies and the delivery of standards based lessons</p>
<p>In order to support Effective Classroom Instruction, the Intervention/Prevention Coordinator will visit and sit in those classrooms that might be having behavior and academic challenges and specifically African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red). in order to provide feedback to the teachers as to the root or cause of the challenges and thus improve and increase instructional time.</p>	<p>07/01/2020 06/30/2021 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers actionable feedback during classroom observations to ensure PD implementation of math strategies and the delivery of standards based lessons</p>
<p>In order to support Effective Classroom Instruction, the Instructional Coach will support English teachers in planning lessons that implement research-based instructional strategies to increase learning and engagement for all students and specifically African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red). Teachers will develop lessons that actively engage students, focus on cooperative learning, multiple intelligences class-building and teambuilding. Also, the Instructional Coach will model lessons for teachers that might be having teaching challenges as well as observe teachers while delivering lessons and providing constructive feedback.</p>	<p>07/01/2020 06/30/2021 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students. Administration will provide teachers actionable feedback during classroom observations to ensure PD implementation of math strategies and the delivery of standards based lessons</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30359304	N/A	13644	116,174	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,463		100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30328446	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	0	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	5,255	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
Using their most recent academic mark in Math, results of the IAB, and the Problem Solving Model, students not passing their Math class will be identified and targeted for Saturday Intervention. The results of the specified IAB will be used to determine the Math knowledge and skill sets needed to meet the Common Core State Standards. Core teachers and Academic Counselors will monitor student progress throughout the school year by concentrating more efforts on African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red). These progress monitoring meetings will be logged and documented in each student's file and on MiSiS. Parents will be informed of the services and resources available at the school site. Students will be able to receive up to 40 hours of intervention for participating in the Saturday Program.	09/01/2020 04/30/2021	The percentage of students passing their Math courses will increase each grading period. The number of students meeting or exceeding the Math SBAC will increase as reported in MyData and the CA Dashboard. An academic alert/referral will be sent home for parent acknowledgement and a copy kept in file. Academic Counselors and the Intervention/Prevention Support Coordinator will monitor and file the Alerts as evidence of parent-teacher communication.
Using their final academic mark in Math, results of the IAB, and the Problem Solving Model, students who do not pass their Math class will be identified and targeted for intervention during Summer School (funded by Beyond the Bell, LAUSD Summer Programs). The results of the specified IAB will be used to determine the Math knowledge and skill sets needed to meet the Common Core State Standards. Students will attend 60 hours of instruction to recover 5.0 credits needed to culminate from an LAUSD middle school. The Academic Counselors will generate and distribute credit reports to all students during individual meetings and whole classroom visits. Summer School will provide the extra support and reinforcement that African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) need in Math.	09/01/2020 04/30/2021	Attendance rosters will be used to determine the participation rate of students during the summer program. Summer school staff will monitor student attendance and monitor their progress toward earning the recovery credits. Academic Counselors and the Intervention/Prevention Support Coordinator will monitor student progress toward culmination.
Students will have access to staff and resource centers (Learning Center, Media Center, GEAR UP 4 LA) during and after school for at least 32 weeks of the school year. Credentialed teacher and School Librarian will provide academic tutoring in Math after school in their classrooms and in the Library. Students (who not have access to internet at home) will be able to access desktop computers, the Internet, Digital Library, online tutoring, and printing services in the Media Center. They will also be supported by Edison's "GEEK SQUAD" with their multimedia projects. African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) will be encouraged to use the extra support that Edison will be offering in order to enhance their individual academic skills, knowledge, and mastery of the Math CCSS.	09/01/2020 04/30/2021	Sign in rosters will be used to determine the participation rate of students accessing the after school services and resources. The Categorical Program Advisor will organize, implement, and monitor the effectiveness of the services. The IT Support Technician will provide technical assistance with the computer systems, troubleshoot hardware and software malfunctions to ensure that Edison students have access to technology. The Principal or Designee and ITST will provide support to the credentialed teacher supervising the Media Center.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Students will monitor their progress toward culmination each quarter. Each student will have an Academic Progress Report in which they will record their grades, calculate their GPA, and monitor their credits. Academic Counselors and other support staff will generate, print, collate, and distribute quarterly grades to all Period 1 teachers. Teacher will guide SELs, African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) in completing their IGP. Recommendations for enrichment, intervention, and credit recovery will be provided. Teacher will guide students in setting short-term and long-term goals.</p>	<p>09/01/2020 05/28/2021</p>	<p>The percentage of students passing their Math courses will increase each Quarter across all disciplines. The number of students meeting or exceeding the Math SBAC will increase as reported in MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, and Academic Counselors will monitor and support Period 1 Teachers.</p>
<p>Students will monitor their proficiency in meeting the Math CCSS as assessed by SBAC. SELs, African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red) will analyze their previous scores and set a proficiency goal. Period 1, BIC teachers, will monitor how much students need to grow to meet grade-level proficiency and motivate students in their trajectory toward high school and college/career readiness.</p>	<p>08/18/2020 04/30/2021</p>	<p>The number of students meeting or exceeding the Math SBAC will increase as reported in MyData and the CA Dashboard. The Period 1/BIC teacher will be provided with a discussion prompt to facilitate a discussion around student SBAC data and goal setting. Edison students will be high school ready by the end of their 8th grade as reflected on the percentage of students who culminate. The Principal or Designee, the Academic Counselors, and Intervention/Prevention Support Coordinator will generate SBAC data and support Period 1/BIC teachers.</p>
<p>Under the direct supervision of a highly qualified teacher, Teacher Assistant will support classroom instruction for low-income, African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red), RFEs, SELs, SWDs, and foster youth during Saturday School and after school intervention. TA will provide extra support through small group instruction, one-to-one tutoring, progress monitoring, and goal-setting. TA will establish rapport with students and build a relationship that will benefit and support student learning.</p>	<p>09/05/2020 05/01/2021 New</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the Common Core Math Standards are reported on MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.</p>
<p>In order to provide Interventions During and After Day and Other Supports, the Intervention/Prevention Support Coordinator will support students emotionally and academically when they are referred to her office during the day as well as recommend those students (African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red)) that are frequently referred to her office for after school and Saturday school intervention in order to recover missed instructional time.</p>	<p>07/01/2020 06/30/2021 New</p>	<p>The percentage of students passing their Math courses will increase each Quarter across all disciplines. The number of students meeting or exceeding the Math SBAC will increase as reported in MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, and Academic Counselors will monitor and support Period 1 Teachers.</p>
<p>In order to support Effective Classroom Instruction, the Instructional Coach will support Math teachers in planning lessons that implement research-based instructional strategies to increase learning and engagement for all students and specifically for Subgroups: African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red). Teachers will develop lessons that actively engage students, focus on cooperative learning, multiple intelligences class-building and teambuilding. Also, the Instructional Coach will model lessons for teachers that might be having teaching challenges as well as observe teachers while delivering lessons and providing constructive feedback .</p>	<p>07/01/2020 06/30/2021 New</p>	<p>The percentage of students passing their Math courses will increase each Quarter across all disciplines. The number of students meeting or exceeding the Math SBAC will increase as reported in MyData and the CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, and Academic Counselors will monitor and support Period 1 Teachers.</p>
<p>Budget</p>		

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
<p>The school will encourage and support parents in participating in the education of their child. The Principal or designee will engage parents through monthly Coffee with the Principal. The Principal will review and analyze data</p> <ul style="list-style-type: none"> • Math SBAC results • Math Quarterly Grades • School Experience Survey Results • Progress toward Culmination 	<p>07/01/2020 06/01/2021</p>	<p>Parents will agree that they actively participate in their child's education with the school as reported in the 2020-2021 SES. Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these meetings. The Community Representative will file the sign ins in the Parent Center.</p>
<p>Parents will be informed of the math curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Resources and workshops will be provided to increase parent knowledge of the Math Common Core State Standards (CCSS), ELD Standards, and A-G & LAUSD graduation requirements. Parents will better understand the California Assessment of Student Performance & Progress (CAASPP) and the Smarter Balanced Assessment (interim and summative) testing. Parents will attend workshops facilitated by the Instructional Coach, TSP Advisor, Title III Coach, and Testing Coordinator. Written communication and materials will be duplicated for distribution to parents for trainings and for school mailings. Workshops will include:</p> <ul style="list-style-type: none"> • Math Common Core State Standards • Math Practices • A-G & LAUSD Graduation Requirements & IGP • SBAC, Interim and Summative Assessments, 	<p>07/01/2020 05/28/2021</p>	<p>Parents will agree that they actively participate in their child's education with the school as reported in the 2020-2021 SES. Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these meetings. The Community Representative will file the sign ins in the Parent Center.</p>
<p>Parents will attend workshops facilitated by the Instructional Coach to improve their capacity to support their child's achievement of the Mathematics Common Core State Standards (CCSS) at home. Parents will attend workshops on the Math CCSS as facilitated by the Instructional Coach. Proposed workshops include:</p> <ul style="list-style-type: none"> • Math Common Core Standards • The 8 Mathematical Practices • The Mathematical Shift of Coherence and Rigor • The Learning Environment of a Math Classroom • The Importance of Foundational Mathematical Skills • The Math Diagnostic Cycle & Data • Accessing SBAC rigor through formative assessments • Math Professional Learning Communities (PLCs) • Depth of Knowledge (DOK) in Mathematics 	<p>07/01/2020 05/28/2021</p>	<p>Parents will agree that they actively participate in their child's education with the school as reported in the 2020-2021 SES. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these workshops. Sign ins will measure the effectiveness of our outreach and communication. The Community Representative will file the sign ins in the Parent Center.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Events such as Back to School, Open House, and Parent-Teacher Conferences will serve as an opportunity for parents to observe Edison's instructional program in Mathematics and improve parent-teacher communication. Parents will receive syllabi and rules and expectations from each course as well as contact information (conference hours, website, Schoology, Remind app, and email).</p>	<p>08/24/2020 05/28/2021</p>	<p>Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2020 -2021 SES. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these meetings. Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee will file sign ins in the Title Office.</p>
<p>Parents will visit Math and Integrated ELD classrooms on a monthly basis to observe Math Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames.</p>	<p>09/01/2020 05/28/2021</p>	<p>Parents will report that they agree to participating in their child's education with the school as reported in the results of the 2020-2021 School Experience Survey. Sign Ins will be used to determine the rate of participation and the effectiveness of our communication. The Community Representative will be responsible for communicating and encouraging parents to participate in these monthly Instructional Rounds. The Principal and Administrative Team, the Community Representative, and Instructional Coach will organize these Instructional Rounds visits and create debriefing protocols.</p>
<p>Evening events such as Family Literacy Night, Eco-Fair, Family Game Night, SAS/ Dual Language and AVID Parent Meetings and Workshops, GEAR UP 4 LA parent and student workshops, and awards ceremonies will provide parents an opportunity to be involved in their child's education.</p>	<p>09/01/2020 05/28/2021</p>	<p>Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2020 -2021 SES. The Principal or Designee and the Community Representative will be responsible for communicating and encouraging parents to participate in these events. Sign ins will measure the effectiveness of our outreach and communication. The Principal or Designee will file sign ins in the Title Office.</p>

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

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

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

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

<input checked="" type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input checked="" type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input 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 type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A
<input checked="" type="checkbox"/> Other: Focus Dashboard

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

According to the Focus Dashboard (as of 05/02/2019), there were a total of 276 English Learners, 197 of those ELs are Long-Term English Learners (LTELs) and 32 are Newcomers.

1. EL Progress Indicator (ELP1) Status is MEDIUM: 51.2% of EL students demonstrated progress towards English Language Proficiency.

2. Summative ELPAC data by grade level (caaspp-elpac):

Grade:	6th Grade	7th Grade	8th Grade
Level 4:	8 (11.76%)	15 (14.29%)	13 (12.87%)
Level 3:	22 (32.35%)	34 (32.38%)	36 (35.64%)
Level 2:	17 (25.00%)	26 (24.76%)	33 (32.67%)
Level 1:	21 (30.88%)	30 (28.57%)	19 (18.81%)

3. Reading Inventory (RI) data by grade level (MISIS):

Grade:	6th Grade	7th Grade	8th Grade
Level 4:	1	1	0
Level 3:	5	7	16
Level 2:	35	101	68
Level 1:	0	0	0
No Score:	10	4	3

4. Focus Dashboard EL Profiles: B= 1, C= 13, D= 1, E= 19, F= 9, G=94, H=105

5. Focus Dashboard Potential Long-Term English Learner (PTEL) data: 16

6. Focus Dashboard Long-Term English Learner (LTEL) data: 169

7. Focus Dashboard Newcomer data: 32

8. Focus Dashboard Reclassification data (3-Year Trend) :

2019-2020 = Currently 22 (9.09 %)

2018-2019 = 53 (19.85%)

2017-2018 = 65 (28.13%)

2016-2017 = 93 (38.11%)

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

- a. Improvement in all areas concerning our EL students' academic achievement. Low performance on the ELPAC could be due to the unfamiliarity of the summative ELPAC task types. Teachers and Title III Coaches are delivering Task Type lessons and lessons aligned to the four domains and the three proficiency levels in the ELD Standards.
- b. Teachers are familiar with Master Plan Rosters, EL Progress Monitoring Rosters, Reclassification criteria, ELPAC and RI Proficiency levels and are planning lessons that support the four ELPAC domains for Reclassification to support the EL Profiles as well as the RI proficiency levels.
- c. The majority (230 students) of the ELs are scoring at a level 1 and 2 in the Written Language Performance of the ELPAC. 180 ELs scored as Beginning in the Reading domain of the ELPAC. These students need extra support in the areas of reading comprehension as well language development.
- d. Even though ELs are doing well in Oral Language Performance, more than 40 .88% of the students scored as Beginning in the Listening domain. These students need support with academic activities that support listening comprehension in the classroom.
- e. 204 ELs scored at a level 2 in the Reading Inventory (RI) which indicates that classroom instruction needs to select texts that concentrate in the areas of making inferences.
- f. 199 ELs are currently in profiles G and H which indicates that the criteria for reclassification needs to be presented to students more frequently so that they can personalize and internalize their reclassification goals.

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

- a. Reading Inventory (RI) and ELPAC data will be personalized and internalized by ELs. Teachers and students will set short-term and long-term goals based on ELPAC and RI reclassification criteria and rubrics as well as English Language Proficiency criteria as established by the California Dashboard.
- b. Integrated and Designated teachers of ELs will collaborate in designing standards-based lessons that support the CA ELD Standards during Specilized team meetings.
- c. Teachers in the Integrated ELD classes will be trained in the rubrics of the four domains of the ELPAC and the Reading Inventory (RI) levels so that they can support EL reclassification and English Language Proficiency.
- d. Designated teachers of ELs will be required to implement the mandated LAUSD curriculum during the designated classes and implementation will be monitored through monthly instructional rounds; teachers inof need extra support will attend local district trainings.

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

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

By June 2021, there will be an increase of 8.8% from 51.2% to 60% of EL students in 6th, 7th and 8th making progress towards English Language Proficiency in the ELPAC as established in the CA Dashboard data.

By June 2021, there will be an increase of 10% from 18% to 28% of EL students in 6th, 7th and 8th passing the Reading Inventory (RI) as reported in MyTOMS.

By June 2021, there will be an increase of 3% from 19% to 22% of EL students in 6th, 7th and 8th Reclassifying as reported by the Focus Dashboard data.

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

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
<p>ELA and ELD teachers will meet during the day (once weekly for one hour and twice a year for six hours) as Professional Learning Communities (PLCs) to meet and plan collaboratively (during their common conference period), participate in professional development, participate in data analysis, conduct peer reviews. lesson study, classroom observations, analyze student work, analyze pre and post formative assessments, and progress toward school-wide goals.</p>	<p>08/17/2020 06/30/2021</p>	<p>There will be an increase in the number of 6th-8th grade EL students who score an overall score of 4 in Oral Language and Written Language as reported on MyData and 2020 CA Dashboard. Also, there will be an increase in the number of EL students who score a basic or above in the RI as reported in MyTOMS. The Testing Coordinator will collate ELPAC Summative data for distribution to the Principal or Designee, TSP Advisor, Title III EL Coach, EL/SEL Instructional Coach, and ELD teachers to analyze and inform their instruction.</p>
<p>ELA and ELD teachers will analyze ELPAC Summative data. The Title III EL Coach, Instructional Coach, and EL Designee will analyze and review ELPAC data with teachers across the curriculum during common meeting time. ELA and ELD teachers will use the EL Monitoring Roster to examine their current year student ELPAC overall levels to identify the EL profile of each of their students. EL Designee, Title III and EL Coach train teachers on how to use the resources available on www.elpac.org. The data and resources will be used to design intervention, enrichment lessons, classroom instruction and activities.</p>	<p>08/17/2020 06/30/2021</p>	<p>There will be an increase in the number of 6th-8th grade EL students who score an overall score of 4 in Oral Language and Written Language as reported on MyData and 2020 CA Dashboard. Also, there will be an increase in the number of EL students who score a basic or above in the RI as reported in MyTOMS. The Testing Coordinator will collate ELPAC Summative data for distribution to the Principal or Designee, TSP Advisor, Title III EL Coach EL/SEL Instructional Coach, and ELD teachers to analyze and inform their instruction.</p>
<p>ELA and ELD teachers will analyze Reading Inventory reports. The Title III EL Coach and Instructional Coach will analyze and review RI data with teachers across the curriculum during common meeting time. The TSP Advisor and Title III Coach will generate and provide the RI performance reports to ELA and ELD teachers. The RI reports will be used to create lessons with questions and inferences for small group instruction, monitor progress toward grade level proficiency, and facilitate goal setting for English Language Proficiency and reclassification by students.</p>	<p>08/17/2020 06/30/2021</p>	<p>There will be an increase in the number of 6th-8th grade EL students who reclassify as reported in MyData and 2020 CA Dashboard. The Testing Coordinator will collate ELPAC Summative and RI data for distribution to the Principal or Designee, TSP Advisor, Title III EL Coach, EL/SEL Instructional Coach, and ELD teachers to analyze and inform their instruction.</p>
<p>ELA and ELD teachers will examine and dissect the ELD standards, and their alignment to the ELA CCSS and receive training in appropriate instructional strategies to assist students in meeting the ELD and ELA CCSS standards. Teachers will continue to receive professional development in the use of constructive conversations, language objectives, ELPAC domains, and instructional scaffolds to meet the academic needs of ELs, and ELs with disabilities. Professional development will be facilitated by the TSP Advisor, Title III EL Coach, ELDesignee and Instructional Coach.</p>	<p>08/17/2020 06/30/2021</p>	<p>There will be an increase in the scores of ELs, SELs, ELs with disabilities, and SWDs on the ELPAC Summative Assessment. The TSP Advisor, Title III EL Coach, and EL/SEL Instructional Coach will assist and support teachers with instructional strategies that support the delivery of specific grade-level content to all students, including ELs, LTELs, Newcomers, SELs, and RFEPs as well as students with disabilities.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>ELA and ELD teachers will be trained in SAMR to plan for purposeful technology integration and their lesson planning to be innovative and facilitate higher order learning as classified in the Technology Integration Matrix (TIM) model. Teachers will be trained and supported to create a learning environment that allows for collaborative, constructive, and authentic opportunities for learning.</p>	<p>08/17/2020 06/30/2021</p>	<p>Teachers will report agreeing to receiving training on effectively integrating technology in their instruction as reported in the results of the 2020-2021 School Experience Survey. Students will report agreeing to solving problems in new ways as reported in the results of the 2020-2021 SES. The IT Support Technician (ITST) will support teachers and students in their technology needs through Edison Middle School's e-ticket system. The ITST will provide learning and collaborative opportunities for teachers to integrate technology in their classroom. The ITST will also provide learning and collaborative opportunities for students to use technology tools to link their learning to the world. The Principal or Designee, the TSP Advisor, and IT Support Technician will also monitor the implementation of the School2Home program and Digital Citizenship Web Navigation at Edison Middle School.</p>
<p>ELD teachers across all content areas will collaborate during the monthly meeting with their Specialized Team to design cross-curricular lessons using a lesson planning template which integrates the four domains of the ELPAC. These lessons will engage students in constructive conversations, interpretation of complex text, and language output-speaking and writing in multiple mediums.</p>	<p>08/17/2020 06/30/2021</p>	<p>There will be increased collaboration among Designated and Integrated ELD teachers. Teachers will agree to collaborating to improve the instructional focus at our school site as reported on the 2020-2021 School Experience Survey. The Principal or Designee, TSP Advisor, Title III EL Coach, EL/SEL Instructional Coach, and ELD teachers will analyze EL data to inform lesson planning and instruction.</p>

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teacher Assistant (TA w/Bilingual Differential) will support ELD instruction under the direct supervision of a highly qualified teacher. TAs will support instruction through small group instruction, one-to-one tutoring, progress monitoring, and goal-setting toward reclassification based on students' RI and ELPAC results.</p>	<p>08/17/2020 06/30/2021</p>	<p>The percent of EL students who reclassify and improve in English Language Proficiency will be increase as reported on the 2020 CA Dashboard. The Principal, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.</p>
<p>ELD teachers will integrate technology in the delivery of their lessons and create opportunities for their students to collaboratively solve problems and demonstrate their new learning as well as practice for the technology based ELPAC by using the resources in the www.elpac.org website.</p>	<p>08/17/2020 06/30/2021</p>	<p>There will be an increase in the percent of 6th-8th grade students who meet or exceed the ELPAC Summative Assessment as reported in MyData and the 2020 CA Dashboard. The Leadership Team, Intervention/Prevention Support Coordinator, TSP Advisor, and Academic Counselors will monitor and support students through progress monitoring of their academic grades and provide services and interventions for at-risk students.</p>
<p>ELD teacher will develop reading comprehension and academic vocabulary of their EL students through the use of programs such as Achieve 3000, ReadTheory and IXL.</p>	<p>08/17/2020 06/30/2021</p>	<p>There will be an increase in the percent of 6th-8th grade students who pass the RI before the end of their 8th grade. The percent of EL students who reclassify will be maintained as reported on the 2020 CA Dashboard. The TSP Advisor and Title III Coach will extract RI data for distribution to ELD teachers to analyze and inform their instruction.</p>
<p>Monthly instructional Rounds will provide opportunities to observe Designated and Integrated ELD Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Constructive Conversation Skills, graphic organizers, thinking maps, randomize methods to call on non-volunteer students, word walls, vocabulary in context, sentence frames, as well as Shared Reading, Know, Wonder and Kagan strategies. EL students will be paired with Non-EL students before school, lunch and after school so that they are able to practice their oral and social skills.</p>	<p>08/17/2020 06/30/2021</p>	<p>The Administrative Team, TSP Advisor, ELD and Core Teachers, and the Title III EL Coach will have regular opportunities to observe and debrief on the effectiveness of ELD instruction and use their observations to inform the instructional program and Professional Development. There will be an increase in the number of 6th- 8th grade EL students who score an overall score of 4 in Oral Language and Written Language as reported on MyData and 2020 CA Dashboard. There will also be an increase in the percent of teachers who agree they observe the instruction of their colleagues and agree that the school leadership visit their classroom as reported in the 2020-2021 SES.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Instructional/Title III Coach (w/Differential) will support all content areas with teachers of EL students so students gain mastery of ELD and grade level standards during Integrated ELD instruction. Ongoing professional development (PD) that will result in increased student achievement and improved practices through grade level planning and common conference periods. PD will focus on instructional rounds (plan, deliver, reflect, revise), the implementation of the standards-based lessons, curricular pacing guides and instructional strategies designed to assist at risk and low-achieving students in ELD and Common Core State Standards. Strategies include: Reading comprehension strategies such as Close reading to analyze evidence from complex texts. Teachers will deliver ELD lessons developed by the LD and MMED on ELPAC Task Types: 4 domains of English proficiency: Listening, Speaking, Reading, and Writing, continue providing scaffolds with comprehensible input during ELD integrated lessons as well as Instructional Coach directed lessons, Integrated ELD lesson delivery with scaffolds such as graphic organizers, Close Reading Strategies for Reading Comprehension and Academic Vocabulary Development and implementation of Kagan strategies.	08/17/2020 06/30/2021	There will be an increase in the percent of 6th-8th grade students who pass the RI before the end of their 8th grade. The percent of EL students who reclassify will increase as reported on the 2020 CA Dashboard. The TSP Advisor and Title III EL Coach will extract RI data for distribution to ELD teachers to analyze and inform their instruction, deliver model lessons, and support EL teachers in the development of lessons that target speaking, reading, listening, and writing skills.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy (7T197)	1000	14493 - ENG LRNR COACH-DIFF	N/A	N/A	14493	513	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	1000	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-3,863	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	1000	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-1,332	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	1000	14494 - ENG LRN(EL)COACH-SEC (3 Hrs / 5 Days)	30452263	N/A	14494	38,326	1.00	55

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
<p>Using the EL Monitoring Roster and the Problem Solving Model, LTEL & PLTEL students in need of intervention will be identified and targeted for Saturday Intervention. EL students will be targeted for their performance on the most recent Reading Inventory(RI) and ELPAC results during after school intervention. Students will receive their last RI and ELPAC results and use the item analysis protocol to examine their results and identify key academic vocabulary necessary for reading comprehension of inferences. Saturday Intervention will consist of reading strategy instruction, and targeted independent and guided readings (informational texts and nonfiction text). Students will be informed of the proficiency bands for reclassification and testing windows and BTRs. Students will set growth goals for increasing their reading level each semester to meet their grade-level proficiency. Students will be able to receive up to 60 hours of intervention for participating in the Saturday School Intervention, After school Intervention and Regular Tutoring. The Title III Coach will also support students through in-classroom small group intervention-TIER 2.</p>	<p>08/17/2020 06/30/2021</p>	<p>The percentage of LTEL students passing the RI before the end of their 8th grade will increase each semester. The number of students meeting or exceeding the ELPAC will ins reported on MyData and the 2021 CA Dashboard. The number of EL students reclassifying in 2020-2021 will be maintained as reported on the 2020 CA Dashboard. The TSP Advisor and Title III EL Coach will generate the RI reports and train ELD teachers and students to use the item analysis protocol.</p>
<p>EL & LTEL students will have access to staff and resource centers (Learning Center, Media Center, GEAR UP 4 LA) during and after school for at least 32 weeks of the school year. Credentialed teachers and School Librarian will provide academic tutoring in ELA after school in their classrooms and in the Library. Students (who not have access to internet at home) will be able to access desktop computers, the Internet, Digital Library, online tutoring, and printing services in the Media Center. They will also be supported by Edison's "GEEK SQUAD" with their multimedia projects. Edison students are on a one to one iPad technology implementation thanks to a Verizon Grant.</p>	<p>08/17/2020 06/30/2021</p>	<p>Sign in rosters will used to determine the participation rate of students accessing the after school services and resources. The TSP Advisor will monitor the participation of EL students. The IT Support Technician will provide technical assistance with the computer systems, troublesehoot hardware and software malfunctions to endure that Edison students have access to technology. Both the Categorical Program Advisor and ITST will provide support to the credentialed teacher supervising the Media Center.</p>
<p>EL students will monitor their progress in passing their ELA and ELD classes each quarter. Each EL student will have an Academic Progress Report in which they will record their grades, calculate their GPA, and monitor their credits. Academic Counselors and other support staff will generate, print, collate, and distribute quarterly grades to all Period 1 teachers. Teacher will guide students in completing their IGP. Recommendations for enrichment, intervention, and credit recovery will be provided. Teacher will guide students in setting short-term and long- term goals.</p>	<p>08/17/2020 06/30/2021</p>	<p>The percentage of students passing their ELA and ELD classes with a 'C' or better will increase each grading period. The number of EL students reclassifying in 2020-2021 will be maintained as reported on the 2021 CA Dashboard. The TSP Advisor, Title III EL Coach, Intervention/Prevention Support Coordinator, and Academic Counselors will monitor and support Period 1 Teachers.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Using the EL Monitoring Roster and the Problem Solving Model, EL students in need of intervention will be identified and targeted for Summer Intervention. EL students will be targeted based on their most recent ELA mark. LTEL & PLTEL students will have the opportunity to recover credits during Summer School. LTEL & PLTEL students will attend 60 hours of instruction to earn a 'C' or better in the ELA class needed to meet the reclassification criteria.</p>	<p>08/17/2020 06/30/2021</p>	<p>The percentage of students passing their ELA class with a 'C' or better will increase each grading period. The number of students meeting or exceeding the ELPAC will increase as reported in MyData and the CA Dashboard. The number of EL students reclassifying in 2020-2021 will be maintained as reported on the 2021 CA Dashboard. Academic Counselors, the TSP Advisor, the Intervention/Prevention Support Coordinator, and the Title III EL Coach will monitor student progress toward passing their ELA and ELD courses with a C or better. These progress monitoring meetings will be logged and documented in each student's file and on MiSiS. Parents will be informed of the services and resources available at the school site. An academic alert/referral will be sent home for parent acknowledgement and a copy kept in file. The TSP Advisor will monitor and file the Alerts as evidence of parent-teacher communication.</p>
<p>Using the EL Monitoring Roster and the Problem Solving Model, EL students in need of intervention will be identified and targeted for Saturday Intervention. EL students will be targeted for their performance on the last ELPAC. Targeted intervention will be focused on the English skills/Domain needed to improve/develop (score of Beginning/Somewhat Developed). Intervention will include ELD instruction in the task types of each domain as established by the ELPAC domains and tasks.</p>	<p>08/17/2020 06/30/2021</p>	<p>The number of students meeting or exceeding the ELPAC will increase as reported in MyData and the 2021 CA Dashboard. The number of EL students reclassifying in 2020-2021 will be maintained as reported on the 2020 CA Dashboard. The TSP Advisor and Title III EL Coach will generate the RI reports and train ELD students to use the data analysis protocol.</p>

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The school will encourage and support parents of English Learners in participating in the education of their child. The Principal or Designee will engage parents through monthly Coffee with the Principal meetings. The Principal will review and analyze data such as:</p> <ul style="list-style-type: none"> -ELPAC results -Reading Inventory (RI) Results -ELD/ELA Quarterly grades as progress monitoring -CA Dashboard EL Results -Results of the School Experience Survey -Progress toward culmination -Assistance with Parent Portal to monitor grades <p>Parents will be informed of the criteria and progress toward reclassification.</p>	<p>08/17/2020 06/30/2021</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. Parents will agree that they actively participate in their child's education with the school as reported in the 2020-2021 SES. The Principal, Targeted Student Population (TSP) Advisor, Title III EL Coach, and the Community Representative will be responsible for communicating and encouraging parents to participate in these monthly meetings. The Community Representative will file the sign ins in the Parent and Family Center.</p>
<p>Events such as Back to School, Open House, and Parent-Teacher Conferences will serve as an opportunity for parents to observe Edison's EL program and improve parent-teacher communication. Parents will receive a syllabi and rules and expectations from each teacher as well as contact information (conference hours, email, website, Schoology, Remind app).</p>	<p>08/17/2020 06/30/2021</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2020-2021 SES. The Principal's Designee will file sign ins.</p>
<p>Parents of English Learners (ELAC) will learn about programs and services for EL students and the criteria for reclassification to be able to make recommendations to the School Site Council (SSC). Workshops will include:</p> <ul style="list-style-type: none"> -Master Plan -Comprehensive Needs Assessment -Single Plan for Student Achievement -Language Census -Attendance Matters -Culmination Requirements -ELD Standards -Reclassification Criteria -Parent ESL Classes 	<p>08/17/2020 06/30/2021</p>	<p>Sign ins will measure the effectiveness of our outreach and communication. Parents will agree to receiving information about their child's progress as an English Learner as reported in the 2020-2021 SES. The Community Representative will file the sign ins in the Parent Center.</p>
<p>Parents will visit ELA and ELD classrooms on a monthly basis to observe Designated and Integrated ELD Instruction in addition to Edison's Non-Negotiables and effective instructional strategies such as Close Reading, WICOR, Depth of Knowledge (DOK) questioning and reasoning, Shared Reading, Stop and Jot, Text Structures, Kagan Strategies, Know and Wonder, Constructive Conversation Skills, graphic organizers, thinking maps, use of popsicle sticks to call on non-volunteers, word walls, sentence frames.</p>	<p>08/17/2020 06/30/2021</p>	<p>Sign Ins will be used to determine the rate of participation and the effectiveness of our communication. Parents will report that they agree to participating in their child's education with the school as reported in the results of the 2020-2021 School Experience Survey. The Principal and Administrative Team, Targeted Student Population (TSP) Advisor, Title III EL Coach, and the EL/SEL Instructional Coach will organize these Instructional Rounds visits and create debriefing protocols. The Targeted Student Population (TSP) Advisor, Title III EL Coach, the EL/SEL Instructional Coach, and the Community Representative will be responsible for communicating and encouraging parents to participate in these monthly Instructional Rounds.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Evening events such as Family Literacy Night, Eco-Fair, Family Game Night, SAS/ Dual Language and AVID Parent Meetings and Workshops, GEAR UP 4 LA parent and student workshops, and awards ceremonies will provide parents an opportunity to be involved in their child's educational progress towards achieving reclassification, culmination, and completing a higher education.	08/17/2020 06/30/2021	Sign ins will measure the effectiveness of our outreach and communication. Parents will agree that they attend events at their child's school like parent-teacher conferences and school performances as reported in the 2020-2021 SES. The Principal's Designee will file sign ins.
Parents of English Learners will attend workshops on the ELD program to learn about the use of writing and oral skills with their children, practice of academic conversations at home and writing in complete sentences. Proposed workshops will include: -CA ELD Standards -Language Domains -Constructive Conversation Skills -Academic Vocabulary & Academic Conversations -Language Objectives -High Frequency Words -Language Development -Reading Comprehension -Reading Inventory (RI) Assessment -ELPAC for Parents -Master Plan Instructional Programs -Individual Reclassification Plan -Reclassification Criteria	08/17/2020 06/30/2021	Sign ins will measure the effectiveness of our outreach and communication. Parents will agree to receiving information about their child's progress as an English Learner as reported in the 2020-2021 SES. The Categorical Program Advisor will file sign ins in the Title Office. The Targeted Student Population (TSP) Advisor, Title III EL Coach, and the Community Representative will be responsible for communicating and encouraging parents to participate in these workshops.

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

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

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input 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 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

According to the student results of the 2019 School Experience Survey (SES):

90% participated in the SES.

45% agreed that they participate in extra-curricular activities offered through their school.

57% agreed that they have a voice in decision making at this school.

69% agreed that teacher encourage them to make decisions.

According to the parent results of the 2019 School Experience Survey:

57% participated in the SES.

75% agreed that the school encourages them to participate in organized parent groups.

76% agreed that they can easily find information about parent workshops or other programs.

78% agreed that the school provides information on grade level requirements for their child.

According to the teacher results of the 2019 School Experience Survey:

100% participated in the SES.

53% agreed that parents talk to them about how to help their child learn at home.

62% agreed that the professional development at this school is differentiated for their level of teaching experience.

According to the staff results of the 2019 School Experience Survey:

100% participated in the SES.

79% agreed that they get the help they need to communicate with parents.

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

Edison Middle School is part of a working class community and many parents have multiple jobs to support their family. This prevents them from attending school events or from accessing resources and information from the school during regular school hours.

Only 57% of parents and guardians participated to the School Experience Survey. There may be a lack of clarification for parents who have children in multiple LAUSD schools. Many parents return one (1) survey but may not realize that they are expected to return the Survey for EACH school. There needs to be more emphasis on this.

Only 90% of students participated in the School Experience Survey. Our goal was 95% participation. Edison's 18.4% chronic absenteeism may have contributed to the lower participation.

The number of students clubs on campus doubled during the 2019-2020 school year yet only 45% of students reported that they participate in extra-curricular activities. There needs to be clarification in the language students see in the survey and the language we use as a school in promoting extra-curricular activities.

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

To improve the percentage of students participating in the School Experience Survey, we will schedule classes to come to the computer lab. Five-column rosters will be generated to track which students were absent who would be summoned to the lab at a later time. There will also be a common prompt used to describe the importance of the survey and emphasize the importance of student honesty. Technical support will be provided for students in the lab.

To improve the percentage of parents who agree they have visited the parent center, the Parent Community Representative will make the Parent Center available on the evenings of school-wide events such as Open House, Back to School, and Parent Conferences. There will also be workshops that are delivered in conjunction with Saturday School. There will be an incentive for parents who attend. Incentives will also be provided for students if their parents attend the workshops.

Communication will be improved between teachers and parents. More parents will be trained in registering and accessing the Parent Portal through the School2Home Program. The Parent Portal will be promoted as a means to improve communication between teacher and parents. Parents will also be trained on how to use the school's website as a means to contact teachers by accessing the staff directory using their email.

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

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

By June 2021, the percent of parents participating in the 2020-2021 School Experience Survey will increase from 57% to 67%.

By June 2021, the percent of students participating in the 2020-2021 School Experience Survey will increase from 90% to 95%.

By June 2021, the percent of teachers agreeing that parents talk to them about how to help their child learn at home will increase from 53% to 65% as reported in the 2020-2021 School Experience Survey.

By June 2021, the percent of parents agreeing that they can easily find information about parent workshops or other programs will increase from 76% to 82% as reported in the 2020-2021 SES.

By June 2021, the percent of students agreeing that they participate in extra-curricular activities offered through their school will increase from 45% to 75% as reported in the 2020-2021 SES.

*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
Edison Middle School will provide opportunities for parents to participate in decisions relating to the education of their child. The Principal, or Designee, will hold monthly Coffee with the Principal Meetings (every first Friday of the month), with parents and guardians to analyze data that will allow parents to provide direct input and have meaningful conversations with school Administration and personnel.	09/04/2020 06/04/2021	Sign ins will be used to determine participation rate of parents and the effectiveness of our communication. Sign ins will be collected and filed in the Parent Center by the Community Representative. Results of the School Experience Survey will reflect that parents agree that they are included in important decisions made about their child's education as reported on the results of the 2020-2021 School Experience Survey. The Title 1 Designee and Community Representative will ensure that all parents are informed about the monthly Coffee with the Principal meetings. Sign ins will measure the effectiveness of our communication. Sign ins will be filed by the Community Representative in the Parent Center.
School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings will be open to all staff, students, parents/guardians, and community members and will serve as an opportunity for the public (non-members) to comment on issues and concerns. The agenda will be posted 72 hours before the meeting time in the Main Office, on the school marquee, school website, and publicized on campus through email and PA announcements. ELAC meetings will be held on the second Friday of each month and SSC meetings will be held on the last Monday of each month.	08/17/2020 06/11/2021	Sign ins and agenda for each Council will be collected by the Secretary and filed for 5 years by the Categorical Program Advisor. The CPA will send out reminders to the Council members to assure quorum. Results of the School Experience Survey will reflect that parents agree that they are included in important decisions made about their child's education. The TSP Advisor, Title 1 Designee, and Community Representative will ensure that all parents are informed about ELAC & SSC Orientation and Elections meetings.
Volunteer opportunities will be available before, during, and after school. Parents will be able to assist with lunch supervision, chaperone field trips, assist Administrative Offices and Clerical staff, assist with school mailings, assist in evening and Saturday events, assist teachers in the classroom, and support extracurricular and civic activities and projects. Volunteers will receive monthly training and support by the Principal or Designee and Community Representative. Volunteers will be recognized at the end of the school years for their hours of service to the school.	07/01/2020 06/11/2021	The number of active volunteers on campus will inform the school's effectiveness in communicating volunteer opportunities. Volunteers will sign in each day they are present. Sign ins will be filed in the Parent Center. The Community Representative will process parent and community volunteers and file the necessary documentation in the Parent Center.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Staff will be engaged through activities and events planned and organized by the Administrative Team, Social Committee, and other support personnel such as staff breakfast and luncheons, teacher appreciation week, Employee of the Week parking space in recognition of weekly perfect attendance, "Teacher of the Year" Recognition, and "Rookie of the Year" Recognition.	08/17/2020 06/11/2021	The results of the 2020-2021 School Experience Survey will reflect that teachers enjoy teaching at this school and staff agree that this a supportive and inviting place to work. The Principal, Administrative Team, and support personnel will make sure that staff are recognized on a weekly and regular basis.
The School Experience Survey campaign for staff will start during a Faculty/Staff meeting. The Principal or Designee will review data with staff to discuss the importance of participating in the annual survey. Staff and teachers will take the survey and submit the completion form at the end as evidence of their participation.	09/01/2020 12/18/2020	The participation rate of staff and teachers will show the effectiveness of our campaign. The Principal or Designee will monitor the participation of staff members by collecting and filing the confirmation at the of the survey. The Designee will use a staff roster to track with faculty and staff members have participated in the survey. The Principal or Designee will support faculty and staff members in completing their survey.
The School Experience Survey campaign for students will include PA announcements, school-wide assemblies, classroom visits and discussions. Classroom teachers will be provided with a prompt and guiding questions to facilitate a conversation with students about the importance of participating in the School Experience Survey and the importance of their feedback. Results of the previous survey will be shared with students to bring to light concerns and issues affecting students on campus and their learning. Rosters will be generated and used by the select teachers to track students who complete the survey and those who are absent. Absent students will be summoned at a later date to complete the survey.	09/01/2020 12/18/2020	The participation rate of students on the next School Experience Survey will show the effectiveness of our monitoring system. Participation rate will increase from the year before and student authenticity and honesty in their responses will more clearly inform the Administrative and Leadership team about student concerns and issues. The Principal or Designee will monitor and support select teachers and students in their completion and participation of the student survey.
The School Experience Survey campaign for parents and guardians will include Connect Ed calls sent home, flyers, announcements on the marquee, school website, and social media accounts. Volunteers will distribute flyers around the school perimeter during the morning drop off and afternoon pick up to encourage parents to participate in the survey. Drop in clinics will also be offered during the day and evenings for parents/guardians needing technical assistance completing the survey online. The survey window will be scheduled to be in sync with evening events such as Open House or the evening of Teacher-Parent Conferences.	09/01/2020 12/18/2020	The participation rate of parents on the next School Experience Survey (SES) will show the effectiveness of our campaign. The participation rate will increase as reported on the results of the 2020-2021 SES. The Principal or Designee and Community Representative, teachers, and other support personnel will be able to support parent access to the online survey.
The Principal, Administrative Team, and Support Staff will hold regular assemblies (by grade-level) and classroom meetings to share school-wide goals, rules, expectations, and safety; information such as A-G requirements, IGP, academic interventions, grade-level testing, college awareness, and academic and social-emotional supports. In additions, students will be recognized for their academic achievements, model citizenship, and positive contributions to their school culture.	07/01/2020 05/28/2021	The results of the School Experience Survey will reflect that students agree that they feel like they are part of the school and are happy to be here. The Principal and Administrative will make sure that assemblies and classroom visits are taking place on a regular basis. The Academic Counselors will visit classrooms to discuss IGPs and the requirements for receiving a Middle School Certificate of Completion and participation in the culmination ceremony.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Students will be engaged through activities planned and organized by the school's Associated Student Body (ASB) such monthly spirit activities during lunch and after school such as school dances, free dress days to support national campaigns, sporting events, college T-shirt day, grade-level activities.</p>	<p>07/01/2020 05/28/2021</p>	<p>The results of the 2020-2021 School Experience Survey will reflect that students agree that they feel like they are part of the school and are happy to be here. The Principal, Administrative Team, and the ASB sponsor will make sure that regular school-wide events are taking place as approved by the SDMC and promoted throughout the campus, morning PA announcements, and flyers.</p>
<p>The Principal, Administrative Team, support personnel, and Community Representative will facilitate and articulate meetings (including the 6th grade Orientation) with our local feeder elementary schools and inform parents about the resources available at our school and resources provided by community based organizations and community partners. Our Parent Center will serve as a model Parent Center for our Local District.</p>	<p>07/01/2020 08/14/2020</p>	<p>The effectiveness of our outreach will be measured by the number of active parent and community volunteers on our campus. Volunteers will sign in each day they are present. Sign ins will be filed in the Parent Center. The Community Representative will process parent and community volunteers and file the necessary documentation in the Parent Center.</p>
<p>Parents will attend off-site conferences to build their capacity as school leaders to support their children academically through biliteracy. Parents will attend conferences facilitated by the California Association for Bilingual Education (CABE) to receive training and resources to graduate English Learners who are college and career ready.</p>	<p>01/18/2021 05/28/2021</p>	<p>The effectiveness of our outreach will be measured by the number of active parent and community volunteers on our campus. The Community Representative will encourage parent leaders to attend. Parent leaders will help build capacity by training other parents at the school site. The Categorical Program Advisor will support the Community Representative in filing the necessary documentation for conference attendance.</p>
<p>Parents will attend workshops to be informed of engagement opportunities to be involved in their child's education. Proposed workshops will include the following mandated LCAP and academic workshops: -Graduation Requirements -Attendance Matters -College and Career Readiness -College Awareness -Financial Aid Awareness -Edison's Testing Program -CA Dashboard</p>	<p>07/01/2020 06/11/2021</p>	<p>Sign ins will be used to determine participation rate of parents and the effectiveness of our communication. Sign ins will be collected and filed in the Parent Center by the Community Representative. Results of the School Experience Survey will reflect that parents agree that they are included in important decisions made about their child's education as reported on the results of the 2020-2021 School Experience Survey. The Principal or Designee and Community Representative will ensure that all parents are informed about the monthly Coffee with the Principal meetings. Sign ins will be filed by the Community Representative in the Parent Center.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents and guardians will be invited to attend meetings to provide input and feedback on the revision of the school's Title 1 Parent and Family Engagement Policy and School-Parent Compact.</p>	<p>09/01/2020 12/18/2020</p>	<p>Sign ins will be used to determine participation rate of parents and the effectiveness of our communication. Sign ins will be collected and filed in the Parent Center by the Community Representative. Results of the School Experience Survey will reflect that parents agree that they are included in important decisions made about their child's education as reported on the results of the 2020-2021 School Experience Survey. The Principal or Designee and Community Representative will ensure that all parents are informed about the monthly Coffee with the Principal meetings. Sign ins will be filed by the Community Representative in the Parent Center.</p>
<p>Faculty and Staff will be trained on how to engage and involve parents in the education of their child to increase student achievement. Teachers and staff will be provided with professional readings and will reflect on and share how they currently engage and communicate with parents and will collaborate to establish protocols and strategies for future plans to engage and communicate with parents. Professional Reading will include: "Powerful Partnerships" - Karen Mapp "Harvard Family Research"</p>	<p>08/17/2020 01/29/2021</p>	<p>Results of the School Experience Survey will reflect that teachers agree parents talk to them about to help their child learn at home as reported in the results of the 2019-2020 School Experience Survey. The Principal, Administrative Team, and support personnel will make sure that teachers are supported with translation services to improve communication with parents and guardians.</p>
<p>Parents and guardians will be encouraged and supported to access LAUSDs Parent Portal. Trainings will be provided on going in the Parent Center, during Back to School, Open House, and evening of Teacher-Parent Conferences. Parents will have access to the computer lab during regular business hours to receive additional support from the Community Representative. Teachers will also be able to support parents by providing them with registration information or referrals for additional supports. Tech support will also be provided to parents who need assistance creating an email account or learn how to navigate the Internet.</p>	<p>07/01/2020 06/30/2021</p>	<p>The number of activated Parent Portal accounts will determine the effectiveness of our communication and trainings. The Principal or Designee, and Community Representative will provide registration information and ongoing trainings for parents, guardians, and staff. The Principal, Administrative Team, and IT Support Technician will also monitor the implementation of the School2Home program at Edison Middle School.</p>
<p>Parents and guardians will be invited to participate in workshops facilitated by the Parent Education Bridge for Student Achievement Foundation (PEBSAF.org). Through these sessions parents and guardians will gain knowledge and skills to fully participate in their child's education. Workshops will include The Parent Project Part I and Part II, to support the social, emotional and behavior of their children and the Middle School Level I and II for Bridging the path to High School and growing parent college and career awareness. Through the first set of workshops, parents will learn more about the social and emotional changes that their children might be experiencing as they go through their middle school years. The second set of workshops will educate the parents about how to support their children with their academics so that student achievement can improve as the children progress in their educational goals. The contracted instructional services will have a cost of \$12,195 and will be provided by PEBSAF as stated above.</p>	<p>08/17/2020 05/28/2021</p>	<p>Sign ins will be used to determine participation rate of parents and the effectiveness of our communication. The number of parents graduating from the program will determine how many students will be impacted in our community. The Title 1 Designee and Community Representative will ensure that parents and guardians are aware of the program and are highly encouraged to attend through the monthly Parent Center calendar, postings on the school's website, Connect Ed phones calls, and personal invitations.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (4 Hrs / 5 Days)	30453815	N/A	27785	16,918	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	12,195		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Edison Middle School will communicate with parents through a monthly calendar of workshops, trainings, activities, events, and volunteer opportunities that take place at Edison's Parent Center. The calendar and flyers will be sent home with students, posted on the school website, and boxed to staff members.	09/01/2020 05/31/2021	Sign Ins will be used to determine the participation rate of parents and the effectiveness of our communication. Sign in and agendas will be collected and filed by the Community Representative in the Parent Center. The Administration Team and Categorical Program Advisor will support the parent engagement activities by duplicating the monthly calendar, duplicating materials for workshops/trainings, as well as providing print/audio translation services.
Invitations and reminders to monthly trainings, workshops, activities, and events activities will be sent home through Blackboard Connect calls in the home language and through personal calls and invitations made by the Community Representative, the school marquee, flyers, the school's website, and social media accounts.	07/01/2020 06/11/2021	Sign Ins will be used to determine the participation rate of parents and the effectiveness of our communication. Sign in and agendas will be collected and filed by the Community Representative in the Parent Center. The Administration Team and Categorical Program Advisor will support the parent engagement activities by duplicating the monthly calendar, duplicating materials for workshops/trainings, as well as providing print/audio translation services.
Edison Middle School will ensure accessibility for all parents and guardians. The Parent Center will be open to all parents, guardians, school and district support staff, and community organizations each school day from 8:00 a.m. - 12:00 p.m. All oral communication will be duplicated and available in English and Spanish. Translation services will be at all meetings and events. Accommodations will be made for parents with disabilities.	07/01/2020 06/11/2021	Sign Ins will be used to determine the participation of parents, guardians, community members, and volunteers and the effectiveness of our communication. Sign ins and agendas will be collected and filed by the Community Representative in the Parent Center. The Administration Team and Categorical Program Advisor will support the parent engagement activities by duplicating the monthly calendar, duplicating materials for workshops/trainings, as well as providing print/audio translation services.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent and Guardian participation in the Annual School Experience Survey will be promoted on a daily basis during the campaign. Blackboard Connect messages will be sent home in the home language, PA announcements to staff and students will be made each morning. Reminder emails, texts, and memos will be sent to all staff members.	09/01/2020 12/18/2020	The participation rate of staff, students, and parents, on the next School Experience Survey will inform the effectiveness of our campaign. The Administrative Team, Categorical program Advisor, and Community Representative will monitor the participation of staff, students, and parents. The Categorical Program Advisor will distribute, track, and inventory the surveys collected from each stakeholder. The Administrative team will support staff members in completing the survey during a staff meeting. The CPA will select a class for each grade level and create a lab schedule for each. Teachers will support student participation by providing tech support and clarify questions students may have during the survey. Staff and student participation will be tracked on a roster. Students who are absent will be summoned from class.
Edison Middle School will ensure constant communication with staff and students through staff meetings, email, Schoology updates, Remind texts, memos & flyers, school website, social media accounts, Period 1Class/BIC period, assemblies and class visits.	07/01/2020 06/11/2021	Staff and students responses on the School Experience Survey will determine the effectiveness of the information shared with them. A higher percentage of staff will agree that they enjoy teaching at this school and students will agree to feeling like they are part of the school.

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

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

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

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

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

According to the 2019 CA Dashboard,
38.5% of African American students were chronically absent.
34% of Students with Disabilities were chronically absent.
21.2% of English Learners were chronically absent.
18.4% of Socioeconomically Disadvantaged Students were chronically absent.
17.4% of Hispanic students were chronically absent.

According to the student results of the 2019 School Experience Survey:
27% agreed that kids at this school are kind to each other.
52% agreed that there is a trusted adult on campus whom they trust and can talk to.
53% feel safe in the neighborhood around the school.
59% agreed that adults at this school have talked to them about what to do is someone makes them feel uncomfortable.
59% agreed that their teachers care if they are absent from school.
60% agreed they know how they are expected to act.
61% agreed that they feel safe at this school.
62% agreed that there is at least one adult at this school who supports them.
62% agreed that they feel close to people at this school.
63% agreed that they feel like they are part of this school.

According to the parent results of the 2019 School Experience Survey:
53% agreed that their child is safe on school grounds.
59% agreed that they are treated with respect by clerical/office staff.
77% agreed that bullying is taken seriously at this school.
78% agreed that clerical/office staff take their concerns seriously.
78% agreed that the school provides information on grade level requirements for their child.

According to the staff results of the 2019 School Experience Survey:
61% of staff agreed they feel safe in the neighborhood around this school.
71% of staff agreed their received professional development on preventing bullying.

According to the teacher results of the 2019 School Experience Survey:
68% agreed that what they learn in professional development addresses the needs of their students.

According to MyData,
Edison's cumulative Month-to-Month Attendance data shows an increase by an average of 1.58% between 2018-2019 and 2019-2020.
Edison's cumulative chronic truancy absenteeism data as of February 2020 is 8.65%
Edison students meeting the 96% benchmark as of February 2020 is 72.35%

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

Summary of issues

The six-day UTLA strike negatively impacted our 2019 cumulative attendance rates.

Students are chronically absent because of medical and physical disabilities, mental health conditions such as anxiety and depression, and homelessness.

Students are absent due to extended traveling to other countries for bereavement or illness of extended family members. Also, many families take extended vacation days before and after major holidays. The late start to the holiday season last December was later and led to an increase in absenteeism from families starting their holiday vacation earlier.

There is a lack of student motivation and interest to attend school. Students feel that staff do not care if they are absent, some do not feel happy at this school, and some do not feel like they are part of this school based on the results of the School Experience Survey.

Attendance is better for 8th graders because in order to participate in their 8th grade culmination ceremony, they cannot be absent for more than 7 days. Such policy does not exist or apply to 6th & 7th graders.

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

Communication on the importance of attendance will be improved with all stakeholders. The Pupil Services and Attendance (PSA) Counselor will conduct regular attendance review meetings with parents. A monthly newsletter will be sent home sharing month-to-month attendance and truancy data. Students will receive regular attendance updates to keep them informed of their attendance proficiency, especially 8th grade students who cannot be absent more than 7 days in order to participate in their 8th grade Culmination Ceremony. LAUSDs Instructional School Calendar with parents and guardians beginning as soon as Summer Orientation. The district instructional calendar will also be mailed home and posted on the school website.

We need to establish intervention opportunities for more students to meet the school-site criteria to participate in their 8th grade culmination. Attendance Intervention can be offered for students who are in the Basic Attendance Band who did not maintain the 96% attendance rate. We also need to establish an 8th Grade Attendance Policy that informs parents of the Attendance requirement for culmination and of the limits of the Attendance intervention opportunities so that it does not become a substitute for their regular attendance.

The School Wide Positive Behavior Intervention and Support Plan will be disseminated to all staff and reviewed and addressed periodically. Teachers will be trained and supported to correctly input interventions and referrals into MiSiS. The Intervention/Prevention Support Coordinator, will support teachers through on classroom management trainings and new teacher meetings.

The Intervention/Prevention Support Coordinator will support students through monthly recognition for most improved, citizenship, and student of the month as well through regular assemblies and class visits.

To address the needs of our students, the Principal's Designee, Intervention/Prevention Support Coordinator, the Foster Youth Counselor, and the PSA will provide regular professional development that addresses the needs of our students such as trauma, resiliency and prevention of bullying.

Edison's Quaglia Aspirations Team will facilitate monthly classroom activities that will focus on student voice, positive relationships, engaged learning, and sense of purpose and the social and emotional learning of our students.

Edison will encourage teachers to sponsor clubs that meet the interest of students. Clubs will be promoted and students will feel more connected and have a sense of belonging to this school.

The Science Department will implement the Second Step Program in all 6th-8th grade science classes. With the support of the LAUSD SEL Advisor and the School Site SEL Lead, science teachers will deliver the 26 lessons weekly throughout the school year.

The History Department will implement the Common Sense Digital Citizenship lessons. With the support from the VILS Technology Coach, history teachers will deliver Digital Lessons on Media Balance, Privacy & Security, Digital Footprint & Identity, Relationships & Communication, Cyberbullying, Digital Drama & Hate Speech, News Media & 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

N/A

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

By June 2021, the "overall" percent of students chronically absent will decrease from 18.4% to 11% (a 20% reduction) as reported in the 2020 CA Dashboard.

By June 2021, the percent of African American students chronically absent will decrease from 38.5% to 30.8% (a 20% reduction) as reported in the 2020 CA Dashboard.

By June 2021, the percent of Students with Disabilities chronically absent will decrease from 34% to 27.2% (a 20% reduction) as reported in the 2020 CA Dashboard.

By June 2021, the percent of English Learners chronically absent will decrease from 21.2% to 16.96% (a 20% reduction) as reported in the 2020 CA Dashboard.

By June 2021, the percent of Hispanic students chronically absent will decrease from 17.4% to 13.92% (a 20% reduction) as reported in the 2020 CA Dashboard.

By June 2021, the percent of Socioeconomically Disadvantaged students chronically absent will decrease from 34% to 27.2% (a 20% reduction) as reported in the 2020 CA Dashboard.

By June 2021, the percent of students suspended at least once will decrease from 0.8% to 0.5% as reported in the 2020 CA Dashboard.

By June 2021, the percent of African American students suspended will decrease from 3.6% to 2.88% (a 20% reduction) as reported in the 2020 CA Dashboard.

By June 2021, the percent of teachers agreeing that their professional development address the social and emotional needs of their students will increase from 68% to 75% as reported in the results of the 2020 SES.

By June 2021, the percent of students reporting that teachers care if they are absent will increase from 59% to 75% as reported in the results of the 2020 School Experience Survey (SES).

By June 2021, the percent of parents agreeing that their child is safe on school grounds will increase from 53% to 75% as reported in the results of the 2020 School Experience 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).

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
The PSA will train staff in attendance protocols to minimize erroneous absence records in MiSiS. The Attendance Office technician will monitor attendance discrepancies and confirm and update student enrollment information. The Principal's Designee and the PSA will generate, analyze, and review attendance data with teachers to increase staff and student attendance.	08/17/2020 06/10/2021	The percent of students chronically absent will decrease as reported in the 2020 CA Dashboard. The Principal's Designee and the PSA will continue to share month-to-month analysis data and two-year progress attendance data with staff, parents, and students.
The Discipline Team, composed of an Administrator, the Intervention/Prevention Support Coordinator, parent, students, support and classified staff, will meet monthly to review data related to discipline and maintain and improve current systematic interventions to reduce student suspension. The Discipline Team will focus on providing pertinent data and information to school staff on behavioral system that are in place school wide, for the classroom, and for individual student interventions. The Discipline Team will consistently reinforce the SWPBIS Plan and Discipline Plan through PA announcements, posters, print, and classroom visuals. Students will be recognized for modeling positive behavior to an from school, in the classroom, during passing periods, and in common areas.	09/01/2020 05/31/2021	Each month teachers will nominate a student of the month, outstanding citizenship, and most improved. Teachers will award Edison Scholar Dollars to students who demonstrate exemplary behavior. The exchange of Edison Scholar Dollars validated at the Scholar Dollar Store will measure the effectiveness of the incentive programs. The Principal's Designee and the Intervention/Prevention Support Coordinator will encourage and motivate teachers to use the incentive programs as a classroom intervention.
The Intervention/Prevention Support Coordinator will train staff in the Multi-Tiered System of Support Tier 1 Teacher/Classroom Interventions to increase student engagement and minimize the number of referrals as reported on MiSiS. Staff will attend meetings and professional development facilitated by the Intervention/Prevention Support Coordinator to develop classroom management strategies to reduce classroom disruptions. The Intervention/Prevention Support Coordinator will provide additional support for new teachers to develop classroom management strategies. Each month teachers will nominate a student of the month, outstanding citizenship, and most improved for a designated period. Teachers will award Edison Scholar Dollars to students who demonstrate positive and acceptable behavior.	08/17/2020 06/11/2021	There will be an increase in the percent of students who agree that they feel safe on campus; agree that adults at this school have to talked to them about what to do if someone makes them feel uncomfortable; and agree that there is an adult on campus whom they trust and can talk to no matter what as reported on the results of the 2020-2021 School Experience Survey. The number nominations each month and the number of Edison Scholar Dollars validated at the Scholar Dollar Store will measure the effectiveness of the incentive programs. The Principal's Designee and the Intervention/Prevention Support Coordinator will monitor, encourage, and motivate teachers to use the incentive programs as a classroom intervention.

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

100% Attendance

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Pupil Services and Attendance (PSA) Counselor will provide supplemental services including implementation of activities to increase the attendance rate among all students. The PSA will implement specific strategies to target and decrease chronic absenteeism. The PSA will serve as a liaison between the school, home, and the community by providing direct services to identified at-risk students and their families, including assessment, referral, and case management.</p> <p>The PSA will utilize a three-tiered approach to improve student attendance and engagement.</p> <p>Tier 1 (Universal Prevention) The PSA will provide mass communications of attendance expectations. Parents will receive information on the Compulsory Education Code, their legal responsibilities for student attendance, LAUSDs attendance goal, current school attendance data, and strategies on how to support student attendance. Parents will attend individual meetings, workshops, and school-wide assemblies (6th Grade Orientation) facilitated by the Pupil Services and Attendance (PSA) Counselor. Parents will also receive general information about attendance on a monthly basis through school mailings and Blackboard Connect calls. The PSA will hold school-wide assemblies about the attendance expectations for parents and students and attendance intervention. The PSA Counselor will organize school events to highlight every 25th day of Instruction to educate students on the Attendance Bands and emphasize the importance of maintaining Advanced/Proficient attendance. Students with perfect attendance will be recognized at monthly and end of semester events. Student attendance will be monitored daily by calling and meeting with parents when students are absent/tardy. The Principal's Designee, support staff, and teachers will utilize Blackboard Connect messaging to inform parents of attendance, important dates, policies and early warnings for attendance issues. The school will utilize Blackboard Connect on a daily basis to automatically notify parents when students arrive tardy or are absent from class.</p> <p>Tier 2 – Targeted (Group Intervention) Attendance notification letters will be sent home to parents for truancy warnings and targeted group interventions. The PSA will enforce the 8th grade Attendance Policy through a student-parent contract. 8th grade students will not be absent more than 7 days in a school year or they will not be able to participate in the 8th Grade Culmination Ceremony. Parents will review and acknowledge with their signature their review and support of the policy.</p> <p>Tier 3 – Intense (Individual Intervention) PSA will conduct individual parent-student conferences and visits to homes of students with excessive absences/tardies and make necessary student/family referrals to alternative education or local agencies. PSA will monitor students progress on a weekly/monthly basis.</p>	<p>08/17/2020 06/11/2021</p>	<p>There will be an increase in the percent of students attending school at least 96% of the time and the number of suspensions will remain low. The PSA will generate monthly MyData attendance reports to track the cumulative attendance rate of the school. Blackboard Connect-Ed delivery reports will be extracted to determine the effectiveness of our communication. Students with disconnected numbers will be summoned and asked to update and emergency card. PSA will maintain a log of the students serviced and families referred to school and community based resources. PSA will maintain a log of the weekly/monthly monitoring of target students.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Intervention/Prevention Support Coordinator will inform students about the School-Wide Positive Behavior Intervention and Support Plan such as the school's Behavior Expectations, Anti-Bullying and Sexual Harassment policies through printed media, PA announcements, ongoing school-wide, grade-level assemblies, classroom visits, discussions, school-wide campaigns, and after-school mentoring.</p>	<p>08/17/2020 06/10/2021</p>	<p>There will be an increase in the percent of students who agree that they feel safe on campus; agree that adults at this school have talked to them about what to do if someone makes them feel uncomfortable; and agree that there is an adult on campus whom they trust and can talk to no matter what as reported on the results of the 2020-2021 School Experience Survey. The Principal's Designee, Intervention/Prevention Support Coordinator, and Discipline Team will oversee the implementation of the SWPBIS Plan.</p>
<p>Students will have multiple opportunities to participate in extra-curricular activities such as student clubs during lunch, after school programs such as SkillsUSA, Students RunLA, the Unusual Suspects, Teamworks, Intramural Sports, and Beyond the Bell. Student participation in clubs, sports, mentoring programs, and academic programs will develop social skills and positive student interactions.</p>	<p>07/01/2020 06/10/2021</p>	<p>There will be an increase in the percent of student who agree that they feel part of the school and who agree that they participate in extra-curricular activities offered after school as reported in the 2020-2021 School Experience Survey. Sign ins for all meetings will measure the participation rate of students in extracurricular activities. The Principal, and Administrative Team will support Club Sponsors in creating opportunities and positive interactions across grades levels.</p>
<p>Students will participate in regular Quaglia student surveys. All teachers, across all disciplines, will provide an opportunity, once a month for students to provide feedback about their classroom environment and instruction.</p>	<p>08/18/2020 06/10/2021</p>	<p>There will be an increase in the percent of student who agree that they feel part of the school as reported in the 2020-2021 School Experience Survey. The College and Career Coach, the Intervention/Prevention and Support Coordinator, and teachers will use the results of the Quaglia student surveys to develop affective SEL lessons.</p>
<p>All students will participate in ongoing Second Step SEL lessons implemented by the Science/Health Department. Through each of the 26 web-based lessons, students will develop social-emotional skills such as emotion management, impulse control, problem solving, and empathy.</p>	<p>07/01/2020 06/10/2021 New</p>	<p>There will be an increase in the percent of student agree that they can clearly describe their feelings as reported in the 2020-2021 School Experience Survey. With the support of the LAUSD SEL Advisor and the School Site SEL Lead, science/health teachers will deliver the Second Step lessons weekly throughout the school year. The SEL Lead and the Intervention/Prevention and Support Coordinator will use the results of the SES to measure the effectiveness of the Second Step SEL lessons and the number of intervention referrals in MiSiS.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
All students will participate in ongoing Common Sense Digital Citizenship lessons. History teachers will deliver Digital Lessons on Media Balance, Privacy & Security, Digital Footprint & Identity, Relationships & Communication, Cyberbullying, Digital Drama & Hate Speech, News Media & Literacy.	07/01/2020 06/10/2021 New	There will be a decrease in the percent of students who agree that they have been bullied online as reported in the 2020-2021 School Experience Survey. With the support from the VILS Technology Coach, The History Department will implement the Common Sense Digital Citizenship lessons throughout the school year. The VILS Tech Coach and the Intervention/Prevention and Support Coordinator will use the results of the SES and student technology surveys, and the number of MiSiS referrals to measure the effectiveness of the Digital Citizenship Lessons.
Attendance Intervention will be offered for students who are in the Basic Attendance Band who did not maintain the 96% attendance rate so that they may have an opportunity to participate in their 8th grade culmination. We also need to establish an 8th Grade Attendance Policy that informs parents of the Attendance requirement for culmination and of the limits of the Attendance intervention opportunities so that it does not become a substitute for their regular attendance.	09/01/2020 05/28/2021 New	The percentage of students culminating will increase. The Admin Team, PSA, an Academic Counselors will monitor and inform students and parents of their progress toward culmination.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	30434393	N/A	14496	120,470	1.00	100
CE-ESSA T1 Schools (7S046)	1000	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	1,552		100
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	125,945	0.00	100

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
Connect Ed calls will be used to communicate and celebrate benchmarks (every 25 days of school), inclement weather notifications. Parents and community volunteers will be invited to participate in the school-wide celebrations and recognitions.	09/01/2020 06/10/2021	A higher percentage of parents will agree that the school provides them with information they can understand as reported in the results of the 2020-2021 School Experience Survey. The PSA will program Blackboard Connect Ed messages to be delivered 2 weeks prior to events. Delivery reports will be exported and filed to track successful deliveries. The PSA will file the reports and follow up on unsuccessful deliveries to confirm accurate contact information.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>A monthly newsletter will be sent home to communicate LAUSD attendance goals, month-to-month and 2 year comparison attendance data. The newsletter will include upcoming holidays, unassigned days, and breaks so that parents and guardians can plan ahead. The protocols for returning to school if absent will also be reinforced. This information will be reiterated on the Monthly Parent & Family Calendar.</p>	<p>09/01/2020 05/28/2021</p>	<p>PSA will create a newsletter that will be reproduced by the Title 1 Office who will assist in the delivery of the newsletter to students and parents. A higher percentage of parents will agree that the school provides them with information they can understand as reported in the results of the 2020-2021 School Experience Survey. Students will be encouraged to share the newsletter with their parents. The Administration Team will facilitate the analysis of attendance data with parents during monthly Coffee with the Principal, ELAC, and SSC meetings.</p>
<p>Parents will be trained in the Parent Portal to access student data day-to-day attendance data and be able to update contact information as well as emergency contacts, and access IEP goals. Parents will also be trained in using the school website and Schoology to communicate with teachers, administrators and out of classroom personnel.</p>	<p>07/01/2020 05/28/2021</p>	<p>Sign ins will be used to measure the effectiveness of our communication. A higher percentage of parents will agree that the school provides them with information they can understand as reported in the results of the 2020-2021 School Experience Survey. agree that they are included in important decisions made about their child's education as reported in the results of the 2019-2020 School Experience Survey. The Community Representative will file the sign ins. PSA will communicate the importance of staying connected to the school and with teachers and the importance of attendance.</p>
<p>Parents will receive information on the Compulsory Education Code, their legal responsibilities for student attendance, LAUSDs attendance goals by instructional day, the Multi-Tiered System of Support, SART and SARB processes, and strategies to support student attendance.</p>	<p>07/01/2020 05/28/2021</p>	<p>A higher percentage of students will agree that teacher care if they are absent as reported in the results of the 2020-2021 SES. Sign ins will be used to measure the effectiveness of our communication. The Community Representative will file the sign ins. PSA will communicate the importance of staying connected to the school and with teachers and the importance of attendance.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Parents will receive information about the school's School Wide Positive Behavior and Intervention Support Plan that establishes positive behavior approaches for the social and academic success of students; anti-bullying and sexual harassment policies as presented on the LAUSDs Student and Parent Handbook, and the student Edison planner. Parents will also be informed on the support interventions resulting from Student Support and Progress Team (SSPT) and the protocols for referral.</p>	<p>07/01/2020 06/10/2021</p>	<p>A higher percentage of students will agree that they know how they are expected to act, know what the rules are, and feel safe in this school as reported in the results of the 2020-2021 SES. Sign ins will be used to measure the effectiveness of our communication. The Community Representative will file the sign ins. The Intervention/Prevention Support Coordinator will provide regular workshops for parents/guardians on the Multi-Tiered System of Support and strategies to support students at home. Fewer discipline issues will be reported on MiSiS. The number of students suspended will remain at 0.2% as reported on the 2019 CA Dashboard.</p>
<p>Parents will receive LAUSD's Title 1 Parent and Family Engagement Policy and Edison's Parent and Family Engagement Policy (PFEP) and Edison's School-Parent Compact. The PFEP and School Compact will be posted on the school website and sent home to parents. Parents will be asked to return the acknowledgment page.</p>	<p>09/01/2020 01/29/2021</p>	<p>Parents will return the acknowledgment page at the end of the School-Parent Compact to their 1st Period/BIC teacher. A higher percentage of parents will agree that they are included in important decisions made about their child's education as reported on the results of the 2020-2021 School Experience Survey. Period 1 teachers will receive a five-column roster to track which students return the parent acknowledgment page. The Principal or Designee will collect the rosters and acknowledgment forms and file for 5 years.</p>
<p>Assure that parent contact information is accurate on MiSiS. PSA will communicate the importance of staying connected with the school and teachers and will provide parents and guardians the opportunity to verify contact information after trainings and meetings.</p>	<p>07/01/2020 06/30/2021</p>	<p>A higher percentage of parents will agree that the school provides them with information they can understand as reported in the results of the 2020-2021 School Experience Survey. Sign ins will be used to measure the effectiveness of our communication. The PSA will print a master roster of all parent and guardian contact information and provide an opportunity for parent and guardians to confirm their accuracy at the end of meetings and workshops. The Community Representative will file sign ins in the Parent Center.</p>

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

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

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

<p>1. What actionable inequities were identified by the school?</p> <p>1. Interventionists and teachers rarely collaborate to ensure intervention supports are integrated and aligned with core instruction; this is usually done between the academic counselor and the interventionist. 2. Lack of Collaboration within content areas and with different content areas; vertical collaboration rarely takes place during the fourth Tuesday of the month (Interdisciplinary meetings) 3. Instruction needs to be data driven and specific to students' needs; professional development priorities must be aligned to academic student needs 4. Higher-need students have medium access to targeted social and emotional services; counselors are overloaded with the number of students assigned to them (over 500 students) 4. EL students are not reclassifying as established by the SMART goal. 5. The parent participation in the SES was only 57%; the school needs to engage the parents of low-performing students in activities that make the parents proactive and knowledgeable about their children's academic performance. 6. Chronic Absenteeism is improving but still high</p>
<p>2. Which inequities are priorities for the school to address?</p> <p>1. Interventionists and teachers rarely collaborate to ensure intervention supports are integrated and aligned with core instruction; this is usually done between the academic counselor and the interventionist. 2. Chronic Absenteeism is improving but still high 3. Instruction needs to be data driven and specific to students' needs; professional development priorities must be aligned to academic student needs</p>
<p>3. How will the school address these inequities?</p> <p>1. Teachers, interventionist and academic counselors will collaborate to identify the best intervention support for African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red). Students will be offered intervention after school and on Saturdays. Also, teachers will tutoring students who need extra support after school. 2. The PSA Counselor will be calling and visiting the homes of those students that are chronically absent. 3. Teachers will be attending district mandated trainings during weekdays and Saturdays and collaborating within their departments. Teachers will analyze data in order to guide their instruction and better support African American (red), English Learners (red), Hispanic (red), Socioeconomically Disadvantaged (red), and Students with Disabilities (red).</p>
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.</p> <p>1. 100% Graduation; middle schools do not graduate students.</p>

EVIDENCE-BASED INTERVENTIONS

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

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

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

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

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

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

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

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

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

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

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

New
 Continuing

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

Edgenuity MyPath

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

Funding Source: It is fully funded by LAUSD and Its free for LAUSD students and teachers through Schoology. -The objective is to facilitate and optimize student learning by meeting each student where he or she is. Edgenuity MyPath is a supplemental program designed to meet students where they are in reading and math and give them exactly what they need to catch up, keep up, or get ahead. -Edgenuity offers standards-aligned video-based curriculum for middle and high school blended learning environments. The program allows educators to customize the curriculum for their students, who monitor their own progress while completing lessons, assessments, and interactive activities. -Edgenuity is a leading provider of online and blended learning solutions for middle school and high school. Students who use our courses are improving their academic outcomes nationwide. - Mah and ELA teachers will teach Saturday/ Afters chool Intervention by using a blending model. Math and ELA teachers will teach Saturday/ After school Intervention in a traditional way for one hour but teachers will supplement the Math/English instruction with Edgenuity for a second hour. Students will spend one hour in a traditional learning environment and one hour in a virtual learning environment for a total of two hours per content; Math or English. The intervention will take place at Edison MS. After school intervention will last for two hours or on Saturdays for four hours; two for math and two for English.

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

Students will take a pre-assessment in English or Math and be assigned to a grade level where their skills can be improved. As students progress, they move up to grade level until they are able to level out to their current grade.

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

NA

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).

Thomas A. Edison Middle School holds High School fair, High School Articulation assemblies, College Awareness workshops and Career days during student's elective classes. During the High School fair, the local high schools come out to Edison and showcase their programs offered at their school site. We also host several of our local high School to come out and do an articulation assembly just for 8th grade students. Our College and Career coach has scheduled our local Colleges and Universities to do small group discussions with our students during elective classes. Career Fair are similar to the high school fairs, where local professionals are invited to give brief presentations to our students on the requirements needed for that particular career.

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.).

Edison Middle School implements a School-Wide Positive Behavior Program. At the beginning of each semester the Edison Intervention team conducts Student Success Assemblies, where students are introduced to the Student Code of Conduct and the School-wide Positive Behavior program. This program is geared towards student demonstrating positive behavior. When students are "caught" displaying positive characteristics/behavior, students are awarded Edison Scholar Dollars that can be used to purchase school supplies or small praise gifts, donated by staff. Students are also made award of the Student Code of Conduct and the districts Guiding Principles, in their student planner, which is distributed to every student enrolled at Edison. Parents are informed through parent workshops and by inviting them to participate in the school's School-Wide Positive Support Program committee. Parents play an active-roll in our School-wide Positive Behavior Program. During IEPs, the students and parents are also informed of our School-Wide Positive Behavior Program and work with parents and student to develop a support plan for students with behavioral problems.

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

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

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

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

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

"The School-Wide Program was developed, shared and discussed by all stakeholders including parents and other members of the community" and what follows is a narration of the steps that took place: In January 2020, during School Professional Development, Edison's staff used the "Data Digging Protocol" (This protocol was introduced during one of the Title I LD South Monthly Meetings) to analyze Edison's data for the past three years in the areas of Mathematics, English language Arts, EL Program (reclassification data), 100% Graduation, Parent and community Involvement, Attendance and for the first time Resource inequities and Evidence-Based Interventions. Staff were asked to join one of the seven groups, each facilitated by a member of the department. Staff were provided with data related to one of the seven areas and asked to reflect on the data and make recommendations for learning strategies, interventions and SMART Goals. Also, staff were encouraged to set measurable objectives for each of the goals for the 2020-2021 SPSA. The same process took place with ELAC members (during the monthly meeting), SSC members (during the monthly meeting) and Parents and other members of the community (during the monthly meeting of Coffee with Principal). Also, the following data were shared with each of the stakeholder groups; the 2019-2020 School Experience Survey, the Measurable Objectives on the 2019-2020 SPSA, 2019 ELA & Math Smarter Balanced Assessment results, MyData, ELPAC, and Attendance and Suspension data. Once the input from the staff, ELAC members, SSC members and Parents and other members of the community was collected, a Math teacher, Science teacher, English teacher, Social Science teacher, Attendance Counselor, the 8th Grade Counselor, ELAC President (parent), SSC Parent, WASC Coordinator and the TSP Designee organized the data, analyzed the data and edited the 2019-2020 SPSA by deleting the unnecessary material and adding the new recommendations. Once the 2020-2021 SPSA was finalized during the second week of February 2020, the Staff, ELAC members, SSC members and Parents and other Members of the Community had the opportunity to Self-Review the content of the 2020-2021 SPSA and provide recommendations. During the third week of February 2020, ELAC reviewed the final version of the SPSA and made the recommendation for approval to SSC. A day later, SSC approved the final version of the 2020-2021 SPSA during the monthly meeting.

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:

In addition the Community of Schools Administrator (COSA) will provide coaching, support, and evaluation of LAUSD LCAP/ LD South performance metrics; provide observation and actionable feedback to improve teaching & learning; provide professional development around research & evidence based signature ELA & Math strategies aligned to CCSS Claims and Targets. Furthermore, COSA provides review and oversight of allocation of fiscal resources to meet the needs of the instructional program. COSA provides weekly updates and reminders, as well as monthly data summary reports of LCAP Goals school leader to inform instructional practices of students, staff, families, and community and stakeholders .

Because School is in ATSI Status COSA has provided partnership opportunities of outside agencies to work with the targeted students group(s).

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10246 10246 - DIFF INSTL COACH SEC	<input type="checkbox"/>	0.00 1,862	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,862
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 4,389	0.00 0	0.00 0	0.00 0	0.00 0	0.00 4,389
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 19,365	0.00 0	0.00 0	0.00 0	0.00 0	1.00 19,365
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	0.00 1,552	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,552
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	0.00 125,945	0.00 0	0.00 0	0.00 0	0.00 0	0.00 125,945
13261 13261 - CSR TCHR ELEM G6 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	2.00 240,940	0.00 0	0.00 0	0.00 0	0.00 0	2.00 240,940
13297 13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 120,470	0.00 0	0.00 0	0.00 0	0.00 0	1.00 120,470
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 116,174	0.00 0	0.00 0	0.00 0	0.00 0	1.00 116,174
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	0.00 0	1.00 120,470	0.00 0	0.00 0	0.00 0	1.00 120,470
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	0.00 0	0.00 1,552	0.00 0	0.00 0	0.00 0	0.00 1,552
14493 14493 - ENG LRNR COACH-DIFF	<input type="checkbox"/>	0.00 0	0.00 0	0.00 0	0.00 513	0.00 0	0.00 513
14494 14494 - ENG LRN(EL)COACH-SEC (3 Hrs / 5 Days)	<input type="checkbox"/>	0.00 0	0.00 0	0.00 0	1.00 38,326	0.00 0	1.00 38,326

14496 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	120,470	0.00	0	0.00	0	0.00	0	0.00	0	1.00	120,470
25691 25691 - ITSUPPORT TECH C1T/5 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	62,790	0.00	0	0.00	0	0.00	0	0.00	0	1.00	62,790
27785 27785 - COMMUNITY REP C (4 Hrs / 5 Days)	<input type="checkbox"/>	1.00	16,918	0.00	0	0.00	0	0.00	0	0.00	0	1.00	16,918
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	0.00	-3,863	0.00	0	0.00	-3,863
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	0.00	-1,332	0.00	0	0.00	-1,332
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	0.00	5,255	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5,255
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	0.00	10,642	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10,642
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	0.00	0	0.00	0	0.00	12,195	0.00	0	0.00	0	0.00	12,195
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>	0.00	39,053	0.00	0	0.00	378	0.00	0	0.00	0	0.00	39,431
40261 PENDING DISTRIBUTION	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
Total		8.00	885,825	1.00	122,022	0.00	12,573	1.00	33,644	0.00	0	10.0 0	1,054,064

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**