

Los Angeles Unified School District
School Plan for Student Achievement

2023-2024
Implementation
EAGLE ROCK HS (1861401)



Superintendent
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SCHOOL IDENTIFICATION

School Name: EAGLE ROCK HS (1861401)

Local District: E

CDS Code	County		District					School					
	1	9	6	4	7	3	3	1	9	3	2	5	4

For additional information on our school programs contact the following:

Principal: STEINORTH, DEREK W

E-mail address: dsteinor@lausd.net

SPSA Designee: TSUI, JENNIFER Position: ASST PRIN, SECONDARY

E-mail address: jxt9442@lausd.net

School Address: 1750 YOSEMITE DR, LOS ANGELES, CA 90041

School Telephone Number: 3233403500

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.

JOSE CORTEZ



06/27/2023

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	JOSE CORTEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>06/27/2023</u> <i>Signed Date</i>	
Local District EL Compliance Coordinator	JAHAIRA LARGAESPADA <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/26/2023</u> <i>Signed Date</i>
Local District PACE Administrator	MEGAN GUERRERO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>05/30/2023</u> <i>Signed Date</i>
Local District Title I Coordinator	MARTY BARRIOS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>05/27/2023</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/27/2023	Patricia Navarro

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

This school plan was adopted by the School Site Council on the following date:
School plan approval appears in SSC Minutes.

03/09/2023

Date

Attested:

Zev Brown

 Typed name of SSC chairperson



 E-Signature of
 SSC chairperson

03/09/2023

 Date

STEINORTH, DEREK W

 Typed name of school principal



 E-Signature of
 School principal

03/09/2023

 Date

2023-2024 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input type="checkbox"/> Title I: Targeted Asst Schs (70S46) Purpose: 70S46	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	605,775	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	10,835	0	
<input checked="" type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$	2	0	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	74,120	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	2	0	
Total amount of categorical funds allocated to this school:	Amount: \$			690,734

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Allocation

District Mission Statement

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

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

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

The ERJSHS educational community is accountable for rigorous standards-based curricula in a safe, well-maintained learning environment, which provide a climate of respect for self and others. The school provides an environment, which promotes intercultural awareness, holistic learning, and effective communication.

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?)

ERJSHS is a diverse and inclusive learning community whose mission is to develop inquiring, knowledgeable, and caring young people, who help to create a better and more peaceful world through intercultural respect and understanding. To this end, the school works with communities and organizations to develop a challenging program of international education and rigorous assessment to make students college and career ready. Students are encouraged to become compassionate and lifelong learners who embrace diversity and understand that it provides valuable insight.

School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>Geographical demographics: ERJSHS is located in Northern corner of the city of Los Angeles between the cities of Glendale and Pasadena. Demographic: The city of Eagle Rock is about 3.611 square miles and its present population is about 26,083 with 6,957 Single family units and 2,560 multi-family units. Average income per household is \$63,770.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>ERJSHS is a Span school grades 7th – 12th and Magnet.</p>
<p>3. Indicate student enrollment figures:</p>
<p>861401 has a total of 1,576 students from grades 7th- 12th in the main school general education program and a total of 689 students in the Highly Gifted Magnet. Total Student Body Enrollment is 2,075.</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>48.12% students qualified for free or reduced lunch on 2023-2024 Title 1 ranking.</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>
<p>Languages: (English, Spanish, Tagalog, Mandarin, Thai.) Ethnic make-up: African American 1.4%; Asian 7.2%; Filipino 13.1%; Latino 56.4%; American Indian 0.36%, White 15.3%, and 4.0% 2 or more races.</p>
<p>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:</p>

Parents of all students are kept informed of their child's progress every five weeks by progress reports of semester grades. Parents with Parent portal accounts may monitor their child's progress by accessing grades on the Schoology platform. Teachers communicate with parents at Back-to-School night, parent/teacher conference nights and individual parent/teacher conferences as requested. Clerical staff communicates with parents on a daily basis through correspondence, phone calls, and in person walk-ins. Administrators and coordinators communicate with parents through letters, individual conferences, phone calls individually and entire school, and three monthly parent meetings (English Learners, Title I, School Leadership Council. In-coming 7th and 9th grade parents are informed about support services and programs during grade level orientation and registration, Parents receive information about State Assessments, A-G completion rates and SBAC Summative scores and status through monthly Coffee with the Principal Meetings and parent workshops. Report cards, open house, grades accessible through the web, counselors, and student-led conferences are examples of how individual student academic assessment results are shared in the students home language, including an interpretation of those results.

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.

- Title I Schoolwide Program (SWP)
- Title I Targeted Assistance School (TAS)
- Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- Extended School-Based Management Model (ESBMM)
- Local Initiative School (LIS)
- Pilot School
- Public School Choice (PSC)
- Partnership for Los Angeles Schools (PLAS)
- L.A.'s Promise
- Professional Learning Community (PLC)
- Small Learning Community (SLC)
- Additional Targeted Support and Improvement (ATSI)
- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI)

Other important characteristics of the school:

The International Baccalaureate Middle Years is for all students in grades 7-10 and cohorts of students in grades 11-12 for the Diploma Programme.

LAUSD School Review Process Recommendations

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

School Improvement Grant (SIG)

WASC Recommendations

WASC Accreditation Results: 6 years

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

During the mid-cycle progress visit on April 25 through April 26, 2022, the visiting the team focused its observations on classes in which teachers implemented strategies to address the Critical Academic Needs which the school has worked on since the last self-study. The visiting committee observed a wide variety of classes where differentiated instructional strategies, inclusion practices, student collaboration activities and language acquisition strategies were demonstrated. The IB program and Magnet program delivered challenging, standards-based curriculum to a diverse group of students. The visiting committee did not see the need to modify or add any areas of growth from the 2018 Visiting Committee Report.

WASC Visiting Team Recommendations (Visit on March 19-21. 2018)

1. Continue to increase the achievement of 9th and 10th graders
2. Continue to reduce the academic disparities between significant ethnic, socioeconomic and low performing subgroups.
3. Continual professional development for data driven instruction and decision making.
4. Increase the achievement of all students in the physical sciences and mathematics
5. Refine existing site-based professional development structures and systems for collecting and analyzing achievement data for the purpose of driving instructional and curricular decisions. Suggested areas to investigate include: interdisciplinary collaboration, departmental collaboration, use of existing technology tools.

International Baccalaureate Middle Years Programme Recommendations (Visit April 19-21. 2017)

- 1,The school should plan professional development opportunities for the language acquisition subject area teachers.
2. The school should ensure that interdisciplinary unit plans are developed collaboratively according to the MYP unit planning process and strengthen cross-curricular skills and deepen disciplinary understanding.
- 3.The school should develop the reflection of collaborative planning meetings.
- 4.Teachers should further develop the planning of approaches to learning skills to include skills from all the 10 MYP approaches to learning skill clusters.
- 5.The school should further explore ways to allow for meaningful opportunities for student service in action to arise from the written curriculum in each year of the MYP.
- 6.The school should further develop its recording of student progress to include achievement levels according to the MYP assessment criteria.

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	Members of the council reviewed the applicable expenditures of categorical resources to analyze the alignment of expenditures to data and the instructional program. Smarter Balance assessment achievement levels in ELA & mathematics, Cohort by graduation year on track to meet A-G requirements 2023-2024, EL Reclassification rate over four years from 2018-2023, Student Attendance Score Card 2022-2023, and Parent Access on Schoology. School Site Council approved the 2023-2024 School Plan for Student Achievement and Budget on March 9, 2023.	11/02/2022, 03/02/2023, 12/07/2022, 03/06/2023, 01/12/2023, 02/09/2023
<input checked="" type="checkbox"/> English Learner Advisory Committee	The council reviewed the following data: English Language Learners, Students With Disabilities, attendance data, cohort classes of 2020-2024 on track to graduate with A-G requirements, SBAC ELA & mathematics data, ELPAC and Reading Inventory data, and School Experience Survey to review alignment of expenditures to the data. ELAC provided recommendations to approve the 2023-2024 SPSA and Budget.	11/14/2022, 01/23/2023, 02/27/2023
<input checked="" type="checkbox"/> WASC Focus Groups	Reviewed and monitored school wide goals, developed action plans to align instructional initiatives to SPSA, WASC, IB MYP, IB DP, and LIS.	09/27/2022, 02/28/2023, 10/25/2022, 03/28/2023, 11/29/2022, 01/31/2023
<input checked="" type="checkbox"/> Other: Annual School Goals and Budget Consultation Meeting	Annual School Goals and Budget Consultation Meeting held to deepen parents’ understanding of how school funds support plans for student achievement, provide opportunities for parent input in plan development and decision-making. A needs and assets assessment, including results from the California School Dashboard were shared with parents to connect to the goals and actions defined by the 2023-2024 School Plan for Student Achievement. The process of developing, reviewing, and updating the SPSA includes input from all stakeholders, and advisory committees.	02/27/2023

**Los Angeles Unified School District
2023-2024 School Plan for Student Achievement**

Academic Excellence - Graduation/College & Career

Select all data sources reviewed to address the Pillar.

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

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

According to Focus Reporting from Whole Child Integrated Data, as of the end of fall semester 2022-2023, 89.2% (348) of class of 2023 cohort are on track to graduate. 9.5% (37) are Tier 1 Missing 1-2 classes, 0.5% (2) are Tier 2, missing 3-4 classes, and 0.8% (3) are Tier 3 missing 5 or more classes. 91% of Class of 2023 earned a “D” or better passing grade of A-G requirements based on Fall 2022 grades. Class of 2023, 72.3% of are on track to meeting the UC A-G requirements with a “C” or better and 72.8% on track to meeting the Cal-State University A-G “C” or better for all students. Students with disabilities, 59.0% (79 of 134 students) were on track to graduate fulfilling the LAUSD A-G status requirement. 16.4% (22) were identified as tier 1, 7.5% (10) were identified as tier 2, and 17.1% (23) identified as tier 3.

100% (43) Limited English Proficient students have not met the CSU ELA or Mathematics Readiness. Early Assessment Program (EAP) determines the CSU Level in spring of 11th grade.

According to LAUSD Whole Child Integrated Data, 53% of Hispanics met or exceeded standards in the summative SBAC ELA, , 5.6% were ready for CSU ELA college level coursework and 3.5% were ready for CSU mathematics college level course work. 6.1% were considered conditionally ready in English Readiness and 3.0% in mathematics, 88.3% not yet ready in ELA and 93.5% not yet ready in mathematics.

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

Small group, individual support, or high impact ELD strategies may not be provided with frequency or by RSP teachers, EL teachers, and Bilingual Instructional Aide targeting the Long Term English Learners. Resumption of in person learning, requires students to work independently and in small groups during instructional modules. Students may not have had the opportunity for structured group discussions. The CC Index represents the percentage of high school graduates who are prepared for college or a career, designed to encourage high schools to provide all students with a rigorous broad course of study that prepares them for postsecondary success. The CCI Index in 2022, most recent data available, indicates 54% of Hispanic students were determined to meet the CCI index and 18.4% are approaching preparation.

California School Dashboard Indicators:

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

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

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

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

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

By the end of June 2024, all counselors will provide services and support to students and parents by meeting with every student identified as Tier 1 to Tier 3 students by the 5th week of the fall semester to establish and monitor the progress of the four year education plan to increase graduation cohort rate as measured by the % of students who are on track to A-G grade level requirements on My Data platform as measured by the student sign in logs or Individual Graduation Plan meetings documented in counseling communication on the districts MiSis platform.

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

In order to address the low or very low status on the CA Dashboard, by June 2024, increase the LAUSD A-G Requirement by 2% from 59.0% to 61.0% for SWD, according to Whole Child Integrated Data.

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

District Priority
<input checked="" type="checkbox"/> 1D. Champion multiple pathways for college and career readiness for all students
District Strategies
<input checked="" type="checkbox"/> 1D.S1 Provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better

- 1D.S3 Expand opportunities to participate in Career and Technical Education and Linked Learning pathways
- 1D.S5 Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- 1D.S7 Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options

School Strategy

Reduce the number of 8th or 12th grade students who are at risk of not making adequate progress of meeting graduation requirements

1. Implementation of an Individualized Graduation Plan developed in consultation with the academic counselor, parents, and students, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students after high school.
2. The counselors will continue to use data to support academic growth, development of the Individual Graduation Plan (IGP) with students and parents.
3. Students will be referred to credit recovery programs, winter or spring plus or adult school at the 5 & 10 week marking periods of each semester.
5. Increase of frequency Student Success and Progress Team (SSPT) meetings to every 5 week interval as intervention to identify at risk students to provide academic and social emotional support to improve academic performance.

School Actions

Secondary Counselor will reduce the counselor-student ratio and allow for more personalized support of students in grades 9-12. The Secondary counselor will participate in the Student Support and Progress Team (SSPT) to identify necessary support services referrals within and outside of the school community, student assessments, interventions and layered continuum of supports. Collaborate with school administration and staff in developing student knowledge, skills and attitudes that promote personal, social/emotional and academic growth as evidenced by SSPT Meeting logs, SSPT sign in form, SSPT referral logs, and SSPT request forms.

Budget Item: 110142 - Secondary Counselor 6hrs/5days \$123,308

Academic Counselor are to ensure at-risk students in middle school are prepared for A-G courses: and be college and career ready upon graduation from high school, provide support in identifying achievement gaps, informing intervention, assist in roll out of ELA/ELD, accessing instructional technology resources accompanying ELA/ELD materials, and bridge of support for all at risk middle school students transitioning into high school as evidenced Individual Graduation Progress meeting logs, and documented in MiSis in counseling communications.

Budget Item: 110142 - Secondary Counselor 6hrs/5days \$123,308

Grades 9th through 12th, will meet with the academic counselors once per semester to discuss academic courses, review individual graduation plan with students and parents during IGP conference to offer instructional programs ie. IB, MYP, AP, LACC courses) and credit recovery courses as measured by the graduation cohort rate and percentage on track of meeting grade-level A-G requirements on LAUSD Whole Child Integrated Data. In class presentations and parent A-G workshops are provided by counselors during evenings to discuss the A-G requirements, post-secondary admissions requirements, and application process, and student code of conduct as measured by work shop sign ins, parent feedback surveys, and parent conference sign in, and code of conduct submission percentage.

Secondary Counselor will provide services and support to students and parents i.e. Meet with students identified as missing credits and course requirements to offer courses based on student needs, meet with every student to establish and monitor progress of Four-Year Educational Plan to increase graduation cohort rate, review with parents students progress of fulfilling A-G requirements, offer parent training workshops reviewing IGP reports, reading of standardized testing scores, FAFSA workshops, and college application process as measured by parent and student sign ins for Financial aide workshops, IGP reports, sign ins and attendance for before, after school interventions, and progress reporting for 5 week intervals.

Counselors meet with students once per semester to discuss academic progress, cooperatively select courses based on student preferences and course of study. Counselors review Individualized graduation plan with students and parents during the IGP conference to offer instructional programs (IB, MYP, AP, LACC courses) and credit recovery classes through LACC and adult school. In class presentations made by counselors in advisory periods to review A-G requirements, on track to graduate credits per grade level, and student code of conduct.

Students who are at risk of not making adequate progress of meeting graduation requirements will be referred to credit recovery programs, winter or spring plus or adult school at the 5 & 10 week marking periods of each semester. The counselors will continue to use data to support academic growth, development of the Individual Graduation Plan (IGP) with students and parents. Increase of frequency Student Success and Progress Team (SSPT) meetings to every 5 week interval as intervention to identify at risk students to provide academic and social emotional support to improve academic performance. PSW will work with students who require tier support to increase their self-efficacy and confidence in academic progress through out the year with group and individual counseling as evidenced by PSW and SSPT sign in meeting logs, and referrals.

Provide individual and group counseling to students in the academic, personal/social, and career domains; connects students with appropriate resources. Assist in the collection and analysis of data relative to attendance, behavior and achievement and communicates/interprets the data to students, parents and teachers. Consult and collaborate with the administrative and school support staff on student referrals for supplementary counseling, psychological evaluation, and case conferences, including crisis intervention. Participate in the development of the total educational plan of the school to improve school-wide outcomes; • Assist in the preparation of information for entry on student cumulative records. Assist with the development of transition programs to support successful student articulation and matriculation between grades and school levels. Provide professional development and parent education workshops.

A multi-tiered intervention and supports to eliminate drop outs and provide equity and access for at-risk students. Provide feedback and engage in collaborative discussion with academic counseling and support service providers to monitor/support of Individual Graduation Plans for middle school students. . Counselors and intervention coordinator targeted students identified on the Tier 1 -Tier 3 intervention support for credit recovery courses through dual enrollment at LACC, and on and off site adult schools. Monitor A-G passing rate percentages for students remain on track during 5 week intervals. Use data platforms such as MyData and MiSIS Focus for monitoring by secondary academic counselors, APSCS, SPED/EL Coordinator, GATE Coordinator.

Middle School College & Career Coach position with a differential to ensure at-risk students in middle school are prepared for A-G courses and be college and career ready upon graduation from high school. Coach will provide support in identifying achievement gaps, informing intervention, assist in roll out of ELA/ELD, accessing instructional technology resources accompanying ELA/ELD materials, and bridge of support for all at risk middle school students transitioning into high school. Provide targeted and differentiated support and coaching to teachers on intervention, research based strategies, and staff training on data to inform instruction and address achievement gaps. Multi-tiered intervention and supports to eliminate drop outs and provide equity and access for at-risk students. Provide feedback and engage in collaborative discussion with academic counseling and support service providers to monitor/support of Individual Graduation Plans for middle school students, collaborative discussion with academic counseling and support service providers to monitor/support of Individual Graduation Plans for middle school students.

CE-ESSA-TI 7T124

Budget Item 14188: MS College & Career Coach 3hrs/5days \$77,470

Budget Item 14190: College & Career Coach Differential \$785

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	30433388	N/A	110142	136,367	1.00	100
CE-ESSA T1 Schools (7S046)		110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	30477520	N/A	110142	136,367	1.00	100
CE-ESSA-T1 C&C Coach (7T124)	2100	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	783	0.00	100
CE-ESSA-T1 C&C Coach (7T124)		14188 - MS COL &CAREER COACH (3 Hrs / 5 Days)	30425433	N/A	14188	84,589	1.00	100
CE-ESSA-T1 C&C Coach (7T124)		30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,750	0.00	100
CE-ESSA-T1 C&C Coach (7T124)		30170 - OPEB CERT	N/A	N/A	30170	-1,805	0.00	100
CE-ESSA-T1 C&C Coach (7T124)		30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-1,700	0.00	100

Section 12.1

**Los Angeles Unified School District
2023-2024 School Plan for Student Achievement**

Academic Excellence - English Language Arts

Select all data sources reviewed to address the Pillar.

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

- Publisher's Assessments
- Reading Growth Measure
- Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
- College & Career Readiness Survey
- School Targets Dashboard
- Edulastic

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

According to the CA Dashboard in spring of 2022, ERHS placed high on the CDE placement of 35.4 points above the standard. Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 202 Dashboard. In 2019, all students scored 15.3 points above the standard on the ELA SBAC, a decline of 3.9 points from the previous year.

The equity report indicates two subgroups in the very low status, three subgroups in the medium placement are Hispanic, and socioeconomically disadvantaged. English Learner students previously in the orange status on the 5 by 5 placement in 2018-2019 67.7 points below standard, have declined 3.6 points to 71.3 points below standards. Students with disabilities subgroup was previously on the red placement has continued to decline of 17 points from 94.6 below standard in 2019 to 111.6 points below standard.

LAUSD Whole Child Integrated Data shows in 2022 65.2% (103) students with disabilities did not meet standards on the SBAC Summative ELA, 23.4% (37) nearly met, 8.9% (14) met standards, 2.5% (4) exceeded standards. English language student 73.7% (28) did not meet SBAC ELA Summative, 26.3% (10) nearly met. Hispanic students, 21% (210) exceeded ELA Summative SBAC standards, while 32.4% (324) met, 23.9% (239) nearly met, and 22.7% (227) did not meet standards and the socioeconomically disadvantaged subgroup 21.9% (207) exceeded SBAC summative ELA, 34.3% (325) met standards, 22.8% (216) nearly met, and 21% (84) did not meet standards.

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

According to the CA Dashboard subgroup data and SBAC claim scores, ERHS students require support in areas the following areas; writing 48% 11th grade students scored below standard, research and inquiry 52% 11th grade students scored below standards, reading 67% 11th grade students scored below standard, and speaking and listening 38% scored below standards. ELA objectives will focus on improving writing strategies by incorporating literary texts, arguments based on evidence, refine interpretations, and develop techniques to strengthen student argumentative writing.

California School Dashboard Indicators:

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

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

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

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

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

100% of ELA teachers will meet, collaborate in grade level cohorts to review student work, analyze data and to develop instructional strategies based on trends and incorporate strategies to support EL, low socioeconomic status, and at risk subgroups of meeting ELA state standards for 4 hours per semester by June 2024 documented with agendas and sign-in sheets, or google sign in documentation.

100% ELA teachers will develop a curriculum map integrating CAASPP Interim Assessment Blocks (IAB) , Interim Comprehensive Assessment (ICA) and grade level common assessments used to progress monitor and identify ELA focus standards not met by subgroups by June 2024 documented by the Assistant Principal with agendas and sign-in sheets, or google form sign ins.

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

Reduce the percentage of "Urgent Intervention" on the ELA Renaissance Reading by 2%, from 60.9% to 58.9% in June 2024 for SWD subgroup, as measured by Whole Child Integrated Data by June 2024.

Reduce the percentage of "Urgent Intervention" on the ELA Renaissance Reading by 2%, from 86.3% to 84.3% in June 2024 for English Language Learner subgroup, as measured by Whole Child Integrated Data.

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

District Priority

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

District Strategies

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

1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership

1A.S5 Provide targeted professional learning opportunities and coaching for newly hired teachers at highest-needs schools that result in effective, equity-driven instruction

School Strategy

ELA will implement instructional strategies to purposefully engage students in inquiry to deepen and broaden their learning of content, develop critical thinking and problem solving skills by embedding and applying inquiry-based strategies that engage students' interest of content, promoting rigor through higher level prompts. Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas. Align instructional strategies to implement effective AVID College and Career Readiness system and instructional strategies to engage in exploring strategies and resources focused on diverse learners in blending Writing, Inquiry, Collaboration, Organization, and Reading WICOR with digital strategies to prepare students with the skills to become independent learners, ready for college and careers.

1. Using Costa's Levels of Thinking, structure authentic opportunities for students, Cornell Note Taking to interact with course content by organizing, synthesizing, and review concepts.
2. Socratic Seminar to strengthen students problem-solving abilities and improve their critical thinking skills by using rigorous inquiry-based dialogue to develop a deeper understanding of complex texts.
3. Think Pair-Share to provide a structured framework and time to critically think of a topic, reflect on ideas before speaking, in safe sharing environment, empower students to articulate their own ideas, identify similarities and differences with their partners' thinking, express rationale for their ideas, and build consensus through active listening.

School Actions

Socratic seminar as a structured activity designed to engage students in deep thinking, integrates elements of WICOR and allows students opportunity to engage with text, think critically, and articulate thoughts in a collaborative experience. Through the exploration, dialogue, considering new perspectives, and constant questioning for students to develop critical thinking and problem solving skills. Students develop confidence in articulating their ideas to others while providing supporting evidence with reasoned thinking. Students will identify one or more questions based on common text, articulate their question, use collaborative inquiry to clarify and deepen understanding, using academic vocabulary and references through out text. Students reflect on their learning to make connections between learning and prior knowledge.

Debrief questions 1. How effective was the Socratic Seminar at stimulating participation and scholarly dialogue. 2. How wold the scaffolds that were put into place, support students, ie English Language Learners and emerging bilinguals 3. What would students need to practice to successfully engage in meaningful dialogue.

Socratic Seminar will support the development of verbal fluency, with the expectation of sharing outcome with ELA faculty and ILT. ELA teachers will focus on classic style formation of Socratic Seminar for the first two implementation activities, incorporate other variations depending on the objectives of the lesson, fishbowl, triad formation, concurrent dependent on the content and discipline. ELA teachers attended training summer institute, utilizing materials and AVID resources. Peer observations will be conducted by coordinating learning walks or observations within the ELA department. Implementing and use of strategies will be shared within department and instructional leadership committee, written reflections at the end of each seminar activity, writing samples will serve as documentation of impact of the strategies.

Think Pair Share strategy designed to differentiate instruction by providing time and structure, to enable students to form individual ideas to share with ideas with a peer. The strategy promotes classroom participation encouraging high degree of response, provides an opportunity for all students to share their thinking with one other student, becoming active learners. Think Pair Share will be used as an assessment tool, as students discuss their ideas, teacher will circulate to listen to conversations and provide feedback or prompt with probing questions to elicit deeper understanding. Strategy will be used daily classroom activities concept reviews, discussion questions, partner reading, brainstorming, topic development. Help students develop conceptual understanding, develop ability to draw conclusions. Strategy and

purpose will be described to students, provide guidelines for discussions, model the procedure monitor and support students. Teachers will ask higher -level question, students think about their knowledge or have learned for 1-3 minutes, students share thinking with partner, discuss ideas, ask questions about their thoughts 2-5 minutes. Once partners have shared their thoughts, have a discussion, teachers expand the share into whole class discussion.

Teachers will share instructional strategies with Instructional Leadership Team and faculty members during Department Meetings. Review progress monitoring data, including classroom observation data, results from interim assessments, and student grades. Collect classroom observation data, monitor classroom grades for departments (and by subgroups), Collect and evaluate teacher reflections and student progress per AVID Essentials standards, by reviewing common assessments, report cards, and classroom visits

Teachers will explore diagnostic teaching opportunities to build students' content-area reading skills, engage in collaborative activities of disciplinary literacy by reviewing discipline specific texts for students to expand comprehension and content knowledge, experience the AVID Critical Reading process, and explore methods to gradually release the responsibility for active learning to the student. Instructional Leadership Team (administrators, coordinators and department chairs) are to monitor the academic progress of meeting ELA standards and AVID instructional goals, review progress monitoring data, including classroom observation data, results from interim assessments, and student grades.

Provide time for teachers and faculty to collaborate and meet by vertical and horizontal teams to analyze data, plan AVID embedded lessons to engage students in inquiry using Costa's Levels of Thinking, explore and structure authentic opportunities to develop critical thinking skills, problem solving skills, and the reflection of AVID instructional practices. Conduct data analysis to identify students not meeting grade level standards for referral with AVID support to address the needs of socially economically disadvantaged, English Learners (EL) students, students with disabilities & Hispanic/Latino subgroups. Teacher X-Time (Non-Tutor), hours will be implemented after the employee works a regular school day. These activities are supplemental in nature and will be performed after working the 6 hour work day. Collaboration and planning time for teachers from English, Math, Social Studies, Science, ELD and SPED to develop and align instructional strategies in grade level cohorts to implement effective AVID College and Career Readiness system and instructional strategies. Teacher X (Non-Tutor) 19 hrs * \$100.9/hr =Total Cost \$1,916

Effective instructional experiences for ELs across the disciplines include explicit strategies to build a sense of community and support among students. Establishment of consistent and appropriately scaffolded academic routines and instructional approaches across the curriculum. An emphasis on oral language development and the frequent use of strategies that engage students in actively producing language. Routine use of high level texts and academic discourse, include rigorous academic language and academic vocabulary. Clear learning outcomes, language learning objectives are posted and embedded in instruction. Objectives connect to unit theme and Essential question. Lesson are planned strategically, stages of gradual release of responsibility, I do (think-aloud modeling), We do (guided practice), we do together (structured collaboration), you do alone (independent practice), use of verbal cues. Integrated ELD instruction involves routinely engaging in discussions to develop content knowledge, using comprehension strategies and analytical skills to interpret complex texts, producing oral and written English, and developing awareness about meaning making. promote interactivity that are engaging, meaningful, and relevant.

Integrate ELD instruction pairs language and content instruction that provides ELs with opportunities to engage in collaborative academic conversations, comprehend complex texts, and effectively express themselves in speaking and writing, thereby resulting in a deeper understanding of the concepts, language, and syntactical structures of the discipline. Teachers with ELs in their classrooms use the CA ELD Standards in addition to the CSS content area to support ELs' linguistic and academic progress.

Three high-impact practices make up lesson delivery and occur continuously throughout the lesson, fostering academic interactions, using complex text, fortifying complex output language and content. Instruction that provides ELs with opportunities to engage in collaborative academic conversations, comprehend complex texts, and effectively express themselves in speaking and writing, for a deeper understanding of the concepts, language, and syntactical structures of the discipline.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	1,916	0.00	100

**Los Angeles Unified School District
2023-2024 School Plan for Student Achievement**

Academic Excellence - Mathematics

Select all data sources reviewed to address the Pillar.

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

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

According to the SBAC mathematics scores most recently administered in 2021-2022 Eagle Rock HS, all students scored 37.5 points below standard. which maintained a growth of 0.8 points from the previous year. The dashboard shows students with disabilities and English Learners subgroup were in the very low placement. Students with disabilities maintained 20.2 points decline from 143.7 to 163.9 points below standard. The EL subgroup maintained 2.5 points growth from the previous year to 138.4 points below standard to 135.9. The socioeconomically disadvantaged subgroup remained on the low placement to 70.7 points below standard from a score of 65.2 points below standard. The Hispanic subgroup scored 78.7 below standard in 2021-2022.

According to LAUSD Whole Child Integrated Data, English language student 79% (30) did not meet SBAC mathematics Summative, 18.4% (7) nearly met standards, and 2.6% (1) met standards. According to Whole Child Integrated Data, 81% (128) students with disabilities did not meet standards on the SBAC Summative Mathematics, 7.6% (12) nearly met, 7 (11) % met standards, and 4.4% (7) exceeded standards.

Our socioeconomically disadvantaged subgroup 15.8% (150) exceeded SBAC Summative mathematics, 20.7% (196) met standards, 25.7% (243) nearly met, and 37.8% (358) did not meet standards. According to the Smarter Balance Claim scores, 44% all students scored below standard on Concepts & Standards claim, 30% scored below standard in problem solving claim, & 25% scored below standard in communicating reasoning. SWD scored 87% below standards for Concepts & Standards, 75% below standard for the problem solving claim, and 61% below standards in communicating reasoning. EL students scored 93% below standards, 73% below standards, and 83% below standards respectively.

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

Non systematic use of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches and inconsistent department collaboration to vertical and horizontal alignment of standards, and unpacking of standards, inconsistent collection and analysis of data ie. classroom observations, student assessments in collaborative groups during PD. Require more frequency of analysis of data to determine the intervention needs of at risk students not meeting grade level standards to determine implications to inform next steps.

California School Dashboard Indicators:

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

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

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

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

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

By the end of June 2024, all mathematics teachers will meet and collaborate in grade levels to review progress monitoring data, classroom observation data, interim assessments scores, and student grades for 4 hours per semester measured by progress monitoring data will be reviewed to include classroom observation data, interim assessments score results, and student grades by administration team, intervention/EL coordinator, middle school coach, and math department as evidenced by agenda, sign in sheets.

By the end of June 2024, mathematics department will adopted school wide classroom observation tool developed by Instructional Leadership Team to provide feedback to teachers once per semester documented by the agendas, sign in sheets, and evidence of school wide observation tool used for peer feedback for classroom observation data.

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

By June 2024, reduce the percentage of SWD "Urgent Intervention" scale score on the mathematics Renaissance district level by 2% from 48.4% to 46.4%, according to districts Whole Child Integrated Data.

By June 2024, reduce the percentage of English Language Learners "Urgent Intervention" scale score on the mathematics Renaissance district level by 2% from 50% to 48%, according to districts Whole Child Integrated Data.

By June 2024, increase the percentage of Socioeconomic Status "At or Above Benchmark" scale score on the mathematics Renaissance district level by 2% from 58.2% to 60.2%, according to districts Whole Child Integrated Data.

By June 2024, increase the percentage of Hispanic or Latino "At or Above Benchmark" scale score on the mathematics Renaissance district level by 2% from 57.8% to 59.8%, according to districts Whole Child Integrated Data.

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

District Priority

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

District Strategies

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

1A.S3 Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice

School Strategy

Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas. Ability to explain their reasoning, problem solve, and reinforce fundamental math skills by using explicit and direct instruction to teach new concepts to decrease the achievement gap among all diverse learners.

1. Use guiding questions as students make sense of the problem to introduce focus questions and math objectives.
2. Model constructive conversation skills as they clarify language to make sense of the problems using the Three Reads protocol, and Think Aloud.
3. Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice.

School Actions

Mathematics department will adopted school wide classroom observation tool developed by Instructional Leadership Team, aligned to the Mathematics Instructional Practice Guide to provide feedback to teachers once per semester as school wide observation tool used for peer feedback for classroom observation data. The Instructional Practice Guide will be used to support planning, reflection, and coaching encompassing three shifts, focus, coherence, and rigor. Teachers will demonstrate the Core Actions that exemplify Common Core aligned instruction: Core Action 1: Ensure work of the enacted lesson reflects focus, coherence, and rigor required by college and career ready standards, Core Action 2 - Employ instructional practices allow student to learn the content of the lesson. Core Action 3 - Provide all students opportunities to exhibit mathematical practices while engaging the content of the lesson.

Utilize mathematical discourse as a way to elicit students' ideas and strategies providing opportunity and time for students to analyze, compare, justify, and prove their own solution strategies and representations, and to engage with the thinking of others. Allow multiple and varied opportunities for discourse which appreciate different cultural speaking norms:

- Talk moves like wait-time, revoicing, repeating, rephrasing, adding on, etc.
- Turn and talk
- Written response
- Think-Pair-Share
- Gallery Walk to analyze the work of others
- Notice and Wonder
- Strategic student groupings: whole group, small group, partner, individual, or interview

Structure conversations to help students make mathematical connections and apply precise mathematical language. For example, the teacher monitors students while working and purposefully chooses three students to share their group's thinking during the class reflection. These three students are selected and ordered specifically to explain and justify the underlying mathematical ideas.

Target high-impact intervention and instructional programs to accelerate learning non optional intervention, Acceleration Days, and tutoring - for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups. . These hours will be implemented after the employee works a regular school day. These activities are supplemental in nature and will be performed after working the 6 hour work day. Collaboration and planning time for teachers from English, Math, Social Studies, Science, ELD and SPED to develop and align instructional strategies in grade level cohorts to implement effective AVID College and Career Readiness system and instructional strategies.

Budget Item 14693 Teacher X-Time (Non- Tutor) 22.3 hrs for 4 teachers * \$89.81/hr = Total Cost \$2,010

Teachers will explore diagnostic teaching opportunities to build students' content-area reading skills, engage in collaborative activities of disciplinary literacy by reviewing discipline specific texts for students to expand comprehension and content knowledge, experience the AVID Critical Reading process, and explore methods to gradually release the responsibility for active learning to the student. Providing time for teachers and faculty to collaborate and meet by vertical and horizontal teams to analyze data, plan AVID embedded lessons to engage students in inquiry using Costa's Levels of Thinking, explore and structure authentic opportunities to develop critical thinking skills, problem solving skills, and the reflection of AVID instructional practices. Conduct data analysis to identify students not meeting grade level standards for referral with AVID support to address the needs of socially economically disadvantaged, English Learners (EL) students, students with disabilities & Hispanic/Latino subgroups.

Provide language support to allow all students to engage in mathematical discourse. Possible supports include the use of object visuals, sentence frames, sentence stems, word banks, modeling of language, familiar contexts, and the use of cognates. Math teacher implement Master Plan to provide primary language support for English Learners & provides instructional support for at-risk students. Integrated ELD standards will be used in tandem with the CA Common Core Mathematical Standards. Content area teachers will provide specialized ELD support and instruction that builds disciplinary learning. Teachers will provide language clarification and language acquisition support in content specific lesson for English Learners to focus on general academic and domain specific vocabulary across disciplines. In integrated ELD courses, the linguistic complexity of language will be modified and rephrased math problems. Students will be guided to cross out the unnecessary vocabulary in word problems to allow students to focus on the math function.

Strategy for Integrated ELD Math: Teacher will orient students to academic and domain specific languages, review constructive conversation skills, apply constructive conversation skills as students make sense of the mathematical problems and create a problem solving process. Students will apply Constructive Conversation Skills, whole group discussion will be facilitated for students to make connections across solutions and summarizing learning. Students will summarize learning by applying Constructive Conversations Skills in whole group discussion, and the asking of guiding questions to support students as they present their solutions. Students will listen to a Model Constructive Conservation, highlighting academic language, and scaffold student learning by providing structured opportunities to ensure that all students comprehend and incorporate academic language in listening, speaking, reading and writing.

Review progress monitoring data, including classroom observation data, results from interim assessments, and student grades. Collect classroom observation data, monitor classroom grades for departments (and by subgroups), and calibrate interim assessments at the semester with counselors. School wide adopted classroom observation tool developed by Instructional Leadership Team feedback to teachers once per semester.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	1,916	0.00	100

**Los Angeles Unified School District
2023-2024 School Plan for Student Achievement
Academic Excellence - English Learner Programs**

Section 14.1

Select all data sources reviewed to address the Pillar.

- ELPAC
- Whole Child Integrated Data System
- MyData
- Student Grades

<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input checked="" type="checkbox"/> CA Dashboard
<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Growth Measure
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey
<input type="checkbox"/> School Targets Dashboard
<input type="checkbox"/> Edulastic
<input checked="" type="checkbox"/> ELPAC

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

According to LAUSD My Data, 2021-2022 Reclassification Rate was 11.4%, 2020-2021 Reclassification Rate was 28.4% (23) EL Students were reclassified from 33.7% (35) year prior, and 15.3% in 2018-2019. In 2020-2021 the percentage of students who scored level 4 Well Developed on ELPAC 25% (10/40). The results of the 2020-2021 ELPAC to access English Language Proficiency 16.4% scored Level 4 well Developed, 37.7% scored Level 3 Moderately Developed, 30.12% scored Level 2 Somewhat Developed, and 15.71% scored Level 1 Minimally Developed. Current EL Data 424 RFEP Enrollment, 55 English Learners, 11 Newcomers, 9 P-LTEL's EL students who have been in the EL program from 4 to 5.9 years., 35 LTEL's, and 35% of EL students have an IEP. The reclassification rate ending October 2021 was 28.4%.

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

Long Term English Learners average 12 years in the EL program who have not met the criteria to Reclassify. The Read Theory Lexile asesment has determined most LTEL students scored reading level of grade 3 or grade 4. One Bilingual Teachers Assistant is insufficient to provide support in ELD, ELA, and math classes in the target language specifically 11 newcomer students.

California School Dashboard Indicators:

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

<input checked="" type="checkbox"/> Academic Indicator ELA
<input checked="" type="checkbox"/> Academic Indicator Math
<input checked="" type="checkbox"/> EL Progress Indicator

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

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

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

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

By June 2024, all teachers of EL's will participate in dELD and iELD professional development focused on strategies to monitor and meet the needs of Newcomers, PLTEs, and LTELs by monitoring the academic progress at 5 week marking period intervals, analysis of fall and spring interim assessments, ELPAC and RI scores, and assessment of student work to determine Lexile levels as measured by PD agendas and sign ins.

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

By June 2024, increase EL students meeting the reclassification criteria by 5%, from 11% to 16%.

By June 2024, increase the percentage of students who progressed one ELD levels on the ELPAC Summative by 0.5% from 31.4% in 2023 to 31.9% in 2024.

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

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

District Priority

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

District Strategies

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

School Strategy

Utilize high impact essential practices for academic language development of students at all levels of English proficiency of academic language development, using complex text, and fostering academic interactions.

1. Academic language development of fortifying complex text output of structuring, strengthening supporting the quantity and quality of student production.
2. Develop complex text developing students abilities to learn language through text analysis and analytical discussion.
3. Foster academic interactions by structuring student-to-student interactions to use academic language, building, challenging ideas, and negotiate meaning.

School Actions

Provide professional development for grade level 7th through 12th EL cohort for integrated and designated EL classes facilitated by Title III coach, data analysis of ELPAC data to determine and reflect on needs of EL students, integrating ELD standards in tandem with literacy and content specific standards, integrate language objectives and high impact strategies of academic language development, using complex text, and fostering academic interactions.

Action plan for reclassification in collaboration with TSP coordinator, and teachers to determine and identify action steps to support students through targeted intervention, small group instruction, student data charts, student work analysis, and SSPT. Action steps to support teachers were determined including targeted intervention planning, small group instruction planning, student data chats presentations, and meetings, demo lessons, and co teaching observations support with actionable feedback. 2018 Redesignation

Intervention coordinator and Middle School Coach provided EL PD to EL teacher cohort to identify ELD instructional strategies to support the 4 domains reading, writing, listening, and speaking. EL cohort teachers to review, analyze, and develop next steps for ELPAC, Read Theory, Reading Inventory, and SBAC ELA for all EL students. Strategies include: collaborative literacy tasks, sentence stems and phrases, academic language, domain specific vocabulary sentence unpacking, analyzing text types, explicitly teaching vocabulary, evidence to support argument. Academic progress of EL students monitored closely by the EL Designee and teachers. EL students failed to make academic progress were referred for SSPT meeting.

Teacher X-Time (Non-Tutor)-Designated ELD Teachers for English Learner Students grades 9-12 will meet virtually or in person, beyond the school day, to review student data, work, and assessments, to identify trends and needs, and develop virtual and in-person classroom ELD instructional interventions. Student conversations and collaboration will be used to support literacy by clarifying first time read and building reading comprehension to improve reading performance in the Reading Inventory assessment. ELD instructional strategies will include: Smart Start Lessons, Alignment, Culturally and Linguistically Relevant texts and Instruction, and Constructive Conversations to bridge and develop English proficiency. ELD teacher and EL Designee will share student reclassification plan with integrated ELD teachers to inform, collaborate with, and develop interventions using ELD strategies to support English Language development.

Sessions of EL Teacher cohort classroom observations to provide peer feedback on high impact strategies and ELD strategies. Intervention coordinator and Middle School Coach provided EL PD to EL teacher cohort to identify ELD instructional strategies to support the 4 domains reading, writing, listening, and speaking. EL cohort teachers to review, analyze, and develop next steps for ELPAC, Read Theory, Reading Inventory, and SBAC ELA for all EL students. Strategies include: collaborative literacy tasks, sentence stems and phrases, academic language, domain specific vocabulary sentence unpacking, analyzing text types, explicitly teaching vocabulary, evidence to support argument. EL students failed to make academic progress are referred for SSPT meeting.

ELA and mathematics teachers will provide ELD instruction with an emphasis on oral language skills, phonemic awareness, phonics, fluency, vocabulary, and text comprehension. ELD instruction will focus on proficiency in listening and speaking skills, grammatical structures, developing foundational skills in reading and writing English. Analyze data to determine the intervention needs of at-risk/EL students not meeting grade level standards. Integrate ELD standards in curriculum, provide Language

Objectives for lessons using constructive conversation skills in all classes to support literacy for EL, RFEP, and SWD students, ex. constructive conversation skills, differentiation, graphic organizers and use of collaborative instructional practices (ie think pair share, jigsaw, four corners). instruction.

Academic Counselor to ensure at-risk EL students in middle school are prepared for A-G courses and be college and career ready upon graduation from high school, provide support in identifying achievement gaps, informing intervention, assist in roll out of ELA/ELD, accessing instructional technology resources accompanying ELA/ELD materials, and bridge of support for all at risk middle school students transitioning into high school. Multi-tiered intervention and supports to eliminate drop outs and provide equity and access for at-risk students. Provide feedback and engage in collaborative discussion with academic counseling and support service providers to monitor/support of Individual Graduation Plans for middle school students.

One Teacher Assistants will provide services under the direct supervision of certificated classroom teacher to support classroom instruction, provide primary language support for English Learners, reinforces instruction in small group settings. English Learners and students with special needs will be targeted for tier 1 & 2 support, one on one or small group instruction to reinforce academic content and language.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30487433	N/A	107762	26,209	1.00	100
CE-ESSA T1 Schools (7S046)	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	5,402	0.00	100
CE-ESSA T1 Schools (7S046)	1000	14895 - TA-ALLOWANCE-PNWD	N/A	N/A	14895	920	0.00	100

Section 15.1

**Los Angeles Unified School District
2023-2024 School Plan for Student Achievement**

Academic Excellence - Other Academic Content

Select all data sources reviewed to address the Pillar.

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

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

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California School Dashboard Indicators:

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

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

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

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

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

District Priority
District Strategies

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
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Section 16.1

Joy and Wellness

Select all data sources reviewed to address the Pillar.

- ELPAC
- Whole Child Integrated Data System
- MyData
- Student Grades
- IEP Goals Data
- DIBELS Math
- DIBELS
- School Accountability Report Card (SARC)
- CA Dashboard
- Smarter Balanced Assessment Criteria (SBAC)
- Open Data
- Interim Assessment Blocks (IAB)

<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Growth Measure
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey
<input type="checkbox"/> Edulastic
<input type="checkbox"/> School Targets Dashboard

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

Currently in the 2022-2023 school year, 20.8% are chronically absent, decline from 24% prior year. Data for the 2022-2023 school year, students with disabilities 32.9% are chronically absent, decline from prior year of 43.4%. Hispanic students, 25.8% are chronically absent, growth of 6.3% from prior year of 32.1%. Current data for the 2021-2022 school year, Socioeconomically Disadvantaged, 24.7% from 32.7% are chronically absent, decline of 8% from prior year. Chronic absenteeism among our Students with Disabilities according to Whole Child Integrated Data 32.9% growth from 20.8%. Chronic absenteeism among our white subgroup students according to the CA Dashboard, moving from 15.2% in prior year to 18.6% as of March 2023 and 16.8% for Two or more races in 2021 to a decline of 14.7% in March 2023.

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

According to the CA Dashboard 17.1 % students were chronically absent in 2022 growth from 12.4% prior year, students who attend less than 91% of instructional time. The PSW will continue to support 100% attendance by promoting early identification of students wit behavioral, or social emotional problems, and provide individual group counseling. ERHS is in the high range for chronic absenteeism overall, increased the chronic attendance rate by 4.7% compared to 2019.

ERHS will need to unpack our data, work closely with families and students to determine why students are chronically absent. Communicate in a culturally relevant manner with parents around the myths and perceptions about attendance is essential so that they can become partners with school district efforts to improve attendance. Lack of engaging and relevant instruction to significant at risk sub groups, lack of meaningful relationships adults at school, academic or social struggles, or unmet basic needs.

California School Dashboard Indicators:

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

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

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

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

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

By June 2024, Pupil Services Attendance counselor will monitor student attendance data to identify chronic absentees every 25 days, identify students who are at risk of dropping out of school, maintain advanced and proficient targets by implementing attendance motivating and incentive campaigns at once per semester as evidenced by the Daily Attendance Rate of chronic absenteeism rates on LAUSD Whole Child Integrated Data.

By the end of June 2024, provide parent workshops in A-G graduation requirements, college and career fairs, social emotional supports, nutrition, Schoology training, and Long Term English Reclassification Informational meetings in English and Spanish twice per semester, as measured by parent feedback surveys.

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

In order to address the low or very low status on the CA Dashboard, reduce chronic absences for Socioeconomic Status subgroup by 0.5% to 31.8% from 32.3% as measured by Whole Child Integrated Data in spring of 2023-2024.

In order to address the low or very low status on the CA Dashboard, reduce chronic absences for SWD subgroup by 0.5% to 36.8% from 37.3% as measured by Whole Child Integrated Data in spring of 2023-2024.

In order to address the low or very low status on the CA Dashboard, reduce chronic absences for Hispanic or Latino subgroup decrease by 0.5% to 32.8% from 33.3% as measured by Whole Child Integrated Data in spring of 2023-2024.

In order to address the low or very low status on the CA Dashboard, reduce chronic absences for White subgroup decrease by 0.5% to 24.3% from 24.8% as measured by Whole Child Integrated Data in spring of 2023-2024.

In order to address the low or very low status on the CA Dashboard, reduce chronic absences for two or more races subgroup by 0.5% to 17.1% from 17.6% as measured by Whole Child Integrated Data in spring of 2023-2024.

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

District Priority

2A. Design and sustain welcoming, safe, environmentally friendly, affirming, and inclusive learning environments

District Strategies

2A.S1 Support and build capacity of all campus staff to implement affirming, welcoming, and trauma-informed practices

2A.S6 Engage students in regular, inclusive celebrations and community events that recognize diverse cultures

2A.S7 Increase access to other safe learning and community spaces, including libraries and partner organizations

School Strategy

Engage and build capacity of families to support attendance for students as a shared responsibility. Monitor student attendance data to identify chronic absentees every 25 days, identify students who are at risk of dropping out of school, maintain advanced and proficient targets by implementing attendance motivating and incentive campaigns at once per semester as measured by the Daily Attendance Rate of chronic absenteeism rates on LAUSD Whole Child Integrated Data.

School Actions

Pupil Services Attendance counselor will monitor student attendance data to identify chronic absentees every 25 days, identify students who are at risk of dropping out of school, maintain advanced and proficient targets by June 2022 by implementing attendance motivating and incentive campaigns at once per semester. Monthly attendance data and grade level chronic absenteeism from MyData attendance dashboards will be reviewed and monitored by the Student Support Progress Team (SSPT) on a monthly basis, in order to identify chronic absenteeism or tardiness and coordinate with families and support staff (PSW, PSA, Nurse, Dean, and School Psychologist) to identify the sources of the absenteeism and /or tardiness. Monthly attendance data from MyData will be shared and discussed after the 5 week and 20 week progress reports with SSC, the Instructional Leadership Team, and ELAC to determine if students are making progress towards meeting the School's Measurable Objective in Attendance. Budget Item 12103 - Itinerant Counselor PSA 8hr/5days = \$138,349

Support the school's comprehensive attendance plan to ensure that the number of students losing instructional time is within the target goal and that the social and emotional interventions are addressed to lessen the number of days absent by monitoring Student Attendance and disseminating it in a timely fashion to relevant stakeholders. Implementing attendance motivating and incentive programs, facilitate SART & SARB teams to provide interventions for students with chronic absences including informational meetings, facilitate Positive Behavior Support Team, develop and monitor student attendance plans of Long Term English Learners (LTELs), newcomers and ELs with disabilities.

Implement incentive programs for students with regular attendance, including recognition events, attendance "challenges," and spirit days standards and learning goals for each grade level, shifts in ELA and mathematical standards to support parents to hold the school and teachers accountable for meeting grade level content standards and helping parents support and reinforce learning at home. Parents are an integral role in assisting their child's learning, encouraged to be actively involved in their child's education at school by providing workshops, materials and training including literacy training and use of technology or district Parent Portal platform to foster parental involvement.

Monthly attendance data and grade level chronic absenteeism from MyData attendance dashboards will be reviewed and monitored by the Student Support Progress Team (SSPT) on a monthly basis, in order to identify chronic absenteeism or tardiness and coordinate with families and support staff (PSW, PSA, Nurse, Dean, and School Psychologist) to identify the sources of the absenteeism and /or tardiness. Monthly attendance data from MyData will be shared and discussed after the 5 week and 20 week progress reports with SSC, the Instructional Leadership Team, and ELAC to determine if students are making progress towards meeting the School's Measurable Objective in

Workshops and trainings for parents and families beyond the school day about proper attendance and attendance protocols to improve daily attendance and prevent chronic absences, as well as provide incentives for students and families to improve attendance. Present school attendance data including chronic absence and tardy attendance patterns and provide intervention strategies to parents virtually or in person to improve student attendance.

PSW will promote early identification of students with behavioral, social, and/or emotional problems and provides intervention; and recommends procedures for dealing with those effects on a student's learning and behavior. Provide individual and group counseling targeting students who are at risk of school failure due to social, behavioral, and emotional problems Provides student and parent psychoeducation on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional issues that impact learning.

Budget Item 13114 - Itinerant Psychiatric Social Worker 8hr/2days = \$55,340

Implement culturally responsive universal/early intervention strategies aimed at promoting critical wellness and social-emotional well-being. Work closely with school leaders to transform and create school climates that are affirming and inclusive. Conduct universal needs assessments to identify students' risk and protective factors using standardized assessment tools. Collect and analyze data to identify trauma exposure and social-emotional needs to effectively triage to appropriate services. Provide classroom interventions using the FOCUS Resilience Curriculum, Erika's Lighthouse, More than Sad, and other evidence-based interventions and community defined best practices. Engage parents and caregivers through psychoeducation and training (i.e., FOCUS for Parents, Resilience Curriculum, and other trauma informed interventions or workshops) Conduct social emotional assessments, triage, and referrals and linkages to school/community health, mental health, and basic needs resources

Serve as an active member of school-based multidisciplinary teams to provide a mental health and whole-child well-being perspective. Collaborate with other specialized service providers, teachers, parents, community partners to coordinate care for students with intensive and moderate mental and/or behavioral health needs

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 2 Days)	N/A	N/A	13114	62,900	0.00	100
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	157,251	0.00	100

**Los Angeles Unified School District
2023-2024 School Plan for Student Achievement**

Engagement and Collaboration

All sections are required.

Select all data sources reviewed to address the Pillar.

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

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

Parent participation as measured by submission of the School Experience Survey increased from 33% to 38% in 2022-2023 and student submission rate increase 3 percentage points to 58%. In 2022-2023 Parent Participation rate 39%, student participation rate was 76% an increase of 23% meeting the schools Improvement Objectives.

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

The school did not meet the measurable objectives of 40% of School Experience Survey participation rate by 1% in 2021-2022, despite an increase of 23% in student submission rates. Parent Representative who served as liaisons between the school and community to support parent involvement as well as supporting parent and teacher/school communications of opportunities to participate in school programs were funded only 50% of a six hour work day previous year. Two FTE parent representatives have been funded in the 2022-2023 school year to support the increase Parent Survey Participation by contacting parents prior to distribution of surveys, provide student incentives for return of surveys, and place School Experience Survey online link on Schoology and School Website.

California School Dashboard Indicators:

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

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

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

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

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

By the end of June 2024, provide parent workshops in A-G graduation requirements, college and career fairs, social emotional supports, nutrition, Schoology training, and Long Term English Reclassification Informational meetings in English and Spanish twice per semester, as measured by parent feedback surveys and evidenced by parent sign ins, and agenda.

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

By June 2024, increase parent participation as measured by increasing parent submission of the School Experience Survey from 37% to 39%.

By June 2024, increase the student participation rate from 84% to 85% on the School Experience Survey.

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

District Priority
<input checked="" type="checkbox"/> 3A. Strengthen relationships between families, students, and their schools to improve student success
District Strategies
<input checked="" type="checkbox"/> 3A.S2 Develop resources and activities to promote regular school community events that engage family and staff
<input checked="" type="checkbox"/> 3A.S6 Provide opportunities for robust stakeholder engagement in the school budget development process

School Strategy

Build parent capacity and facilitate conversation with parents, about rigorous academic.

1. Review data of twice per semester the frequency of Schoology parent log ins and current methods of school-home communication, as measured by Schoology usage analytics.
2. Provide parent workshops in A-G graduation requirements, college and career fairs, social emotional supports, nutrition, Schoology training, and Long Term English Reclassification Informational meetings in English and Spanish twice per semester, as measured by parent feedback surveys.

School Actions

Parent Representative will serve as liaisons between the school and community in order to support parent involvement as well as supporting parent and teacher communication. A welcoming environment and opportunities for parents to participate in school programs, special events, and family. Support bilingual conversations between parents and teachers through Parent Representative, increase opportunities for parents in campus events, workshops, and professional development. Develop parent center programs to engage parents during the school day and after school, monthly parent meetings with the principal at "Coffee with the Principal". Engage parents in efforts to improve academic achievement standards through meetings, workshops, parent conferences, to empower parents to become active and effective education partners for students.

1 Parent Community Representative 6hrs/5days (100% from 7S046) - \$28,419
 1 Parent Community Representative 4hrs/5days (35% 7E046, 65% 7S046) - \$6,632 +\$12,316
 Unit G Medical and Benefits - \$4,669

- Virtual or In Person Workshops
- Mental Health Depression and Suicide Prevention
- School Performance Data
- A-G Requirements, Graduation Requirements, and College Readiness
- College Application Workshops
- Financial Aide Workshops
- Parent Councils Orientations
- Parent Portal and Schoology Training
- School Wide Positive Behavior Plan
- English Learner Programs and Supports.

Parent Representative will assist in providing direct support services to engage parents by disseminating information, maintaining parent-school communication, assist in programs and outreach activities for parents. Communicate with all the parents in their home language in effort to ensure participation of all ethnic groups after school and Saturdays. Parents of students at risk are informed on the school system, the requirements for graduation and post secondary opportunities. Translation is available to parents whose home language is other than English. Parents of students with disabilities are informed of standards and student academic achievement through regular IEP meetings with teachers, counselors and administrators Maintain a functional and accessible Parent Center to welcome parents, and provide them with learning opportunities to improve student achievement at school and at home Inform parents about the School Experience Surveys and offer assistance in completing the survey, as measured by parent center sign in logs, work shop sign ins and agendas, feedback surveys.

Facilitate conversation with parents about rigorous ELA academic standards and learning goals for each grade level, shifts in ELA standards and expectations, to support parents holding the school and teachers accountable for meeting grade level content standards and building parent capacity, support and reinforce learning at home by modeling reading/literacy strategies during parent workshops and advisory councils. Collaboration with parent advisory councils to provide training for parents to understand ELA California State Common Core Standards, SBAC expectations, components, and the five by five placement data charts.

Provide workshops and presentations in parent advisory councils include ELAC the Importance of School Attendance. Data of EL learners, SPED, Socioeconomic Status, at risk subgroups, attendance rates of 96% or better, and chronic absences. Develop in coordination with PSA counselor school wide attendance campaign to reduce the percentage chronic absences. Bilingual communication of attendance incentives to promote 96% attendance rate and reduce chronic absences for EL student population, as evidenced by ELAC sign in sheets, zoom attendance reports, and record of blackboard connect messages in Spanish.

Administrative team will attend the planning and delivery of the Literacy workshop and provide guidance and feedback during preparation, delivery and after the workshops. Data about students trends will be shared with parents. English and ELD Teachers will monitor progress of student grades, and State and district English interim and Annual assessments to see if the students are on target to meet the improvement objective as measured by parent sign in and attendance.

General Supplies Equipment -One laptop and 1 printer for parent center use. One for use with projector to support Parent presentations and parenting workshops to support student mental and social-emotional health and increase academic achievement.. Laptop also to be used for parent access to parent portal and by parent center staff to support parents with accessing resources as measured by the number of parent attendees for workshops and sign ins. General Supplies - \$854

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)		27785 - COMMUNITY REP C (4 Hrs / 5 Days)	30502982	N/A	27785	8,452	1.00	35
CE-ESSA T1 Schools (7S046)	2100	30224 - UNIT G-H&W MED BENF	N/A	N/A	30224	4,669	0.00	100
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30454709	N/A	27785	36,222	1.00	100
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (4 Hrs / 5 Days)	30502982	N/A	27785	15,696	1.00	65
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	852	0.00	100

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

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

1. What actionable inequities were identified by the school?

The lack of access to technology in and outside of school is a resource inequity identified by students on the School Experience Survey for student subgroups who have placed on the red or orange placement in the CA Dashboard, ie English Language Learners, Student with Disabilities, Socioeconomic Status, and Hispanic. Students that regularly use laptops or computers are able to access resources and materials to support classroom instruction, however based on the 5, and 10 week progress reporting and semester marks, student subgroups have indicated lack of mobile hotspot or access to device to conduct research, writing, revision, and communication with faculty and staff. ERHS has continually committed to providing every student with a computer device and mobile hotspot to use in and outside of school. The provision of technology to students allows parents to team with students in communicate with teachers and staff at school, monitor student grades, attendance and academic achievement data. Bilingual Parent Portal workshops were hosted virtually to provide technical support accessing the platform and creating user accounts. However, parents with limited English proficiency and access to technology or internet connectivity prevent parents from accessing the Schoology. Parent workshops are scheduled to build capacity and proficiency for Parent Portal and Schoology. Parent technology support will be provided at school site by parent representative, Technology Coordinator and Administrators during the Parent portal workshops and parent conference nights.

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

Access to Technology for student subgroups who placed in the red or orange status on the CA Dashboard in 100% Graduation, ELA, mathematics, and 100% Attendance domains. The social emotional support for student subgroups of English Language Learners, SWD, and Socioeconomic status and to provide incentive for English Learner and Socioeconomic status population whose chronic absences has increased substantially in the current school year.

3. How will the school address these inequities?

The School will address the Technology inequity for parents by hosting monthly Technology sessions for parents to access technology and LAUSD applications to monitor student Data, attendance, grades an reclassification criteria. School Site Council determined the need to allocate title I funds to Pupil Services and Attendance Counselor 2 days a week, the remaining 3 days will be purchased from TSP funds, and a purchase of Psychiatric Social Worker for 2023-2024 school-year based on the comprehensive needs assessment. Previous school year, the PSW and PSA were purchased for 1 day a week from Title I funding.

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

N/A

EVIDENCE-BASED INTERVENTIONS

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

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

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

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

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

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

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

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

<input type="checkbox"/> What Works Clearinghouse
<input 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.

Desmos Mathematics Tools & Curriculum are problem-based lessons that promote mathematical curiosity and student engagement, building on the coherence and rigor of the Illustrative Mathematics curriculum. Each unit includes student notes, skill practices, and rich assessments problem-based lessons exploring mathematical principles. https://ideaexchange.uakron.edu/cgi/viewcontent.cgi?article=2849&context=honors_research_projects

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

Desmos Mathematics Tools & Curriculum are problem-based lessons that promote mathematical curiosity and student engagement, building on the coherence and rigor of the Illustrative Mathematics curriculum. Non Optional Intervention - Aligning grade level standards and units, course expectations. Thirty minutes of non-optional intervention provided weekly.

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

In order to address our low or very low status on the CA Dashboard by the end of 2024, there will be an increase of student performing at or above standard for EL by increasing 1 points on the mathematics CDE Dashboard to 134.9 below standard, SWD to 162.9 below standard, and Socioeconomically Disadvantaged to 69.7 points below standard by increasing 1 point on the mathematics CDE CA Dashboard by June 2024.

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.

CA Dashboard reflects an improvement of EL student subgroup performance by increasing 2 points on the mathematics CDE Dashboard to 135.9 points below standard, exceeding our goal of 136.4 below standard on the most current CA Dashboard data.

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

The school uses the College and Career Advisor, Middle School Coach, and IB Coordinators as well as other school staff to develop and foster a college going culture at the school and promote college planning through college visits, college and career fairs, and community college planning workshops. The school offers and promotes AP, IB, and community college courses to students on an open access basis.

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.).

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely assistance are described in Section IV of the 100% Graduation Goal, English Language Arts Goal, Mathematics Goal, and English Learner Programs Goal pages at the rows entitled "Interventions Beyond the Regular School Day and Other Supports," and in Section IV of the Social/Emotional Goal pages at the row entitled "Social/Emotional Interventions."

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

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

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

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

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

The Schoolwide Program Plan was developed through collaboration and input from members of School Site Council, English Learner Advisory Council, the Instructional Leadership Team, International Baccalaureate Parent Steering Committee, Magnet Advisory Council, PTSA, Faculty and departmental meetings.

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:

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

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 26,209	0.00 0	0.00 0	0.00 0	0.00 0	1.00 26,209
110142 110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	2.00 272,734	0.00 0	0.00 0	0.00 0	0.00 0	2.00 272,734
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	0.00 157,251	0.00 0	0.00 0	0.00 0	0.00 0	0.00 157,251
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 2 Days)	<input type="checkbox"/>	0.00 62,900	0.00 0	0.00 0	0.00 0	0.00 0	0.00 62,900
14188 14188 - MS COL & CAREER COACH (3 Hrs / 5 Days)	<input type="checkbox"/>	0.00 0	1.00 84,589	0.00 0	0.00 0	0.00 0	1.00 84,589
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	0.00 0	0.00 783	0.00 0	0.00 0	0.00 0	0.00 783
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00 3,832	0.00 0	0.00 0	0.00 0	0.00 0	0.00 3,832
14895 14895 - TA-ALLOWANCE-PNWD	<input type="checkbox"/>	0.00 920	0.00 0	0.00 0	0.00 0	0.00 0	0.00 920
27785 27785 - COMMUNITY REP C (4 Hrs / 5 Days)	<input type="checkbox"/>	2.00 51,918	0.00 0	1.00 8,452	0.00 0	0.00 0	3.00 60,370
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	0.00 0	0.00 -7,750	0.00 0	0.00 0	0.00 0	0.00 -7,750
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	0.00 0	0.00 -1,700	0.00 0	0.00 0	0.00 0	0.00 -1,700
30170 30170 - OPEB CERT	<input type="checkbox"/>	0.00 0	0.00 -1,805	0.00 0	0.00 0	0.00 0	0.00 -1,805
30210 30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>	0.00 5,402	0.00 0	0.00 0	0.00 0	0.00 0	0.00 5,402

30224	<input type="checkbox"/>	0.00	4,669	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4,669
30224 - UNIT G-H&W MED BENF													
40127	<input type="checkbox"/>	0.00	0	0.00	0	0.00	852	0.00	0	0.00	0	0.00	852
40127 - GEN SUPPLIES TECHNO													
40239	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
POTENTIAL FNDING VAR													
40261	<input type="checkbox"/>	0.00	19,940	0.00	3	0.00	1,531	0.00	0	0.00	0	0.00	21,474
PENDING DISTRIBUTION													
Total		5.00	605,775	1.00	74,120	1.00	10,835	0.00	0	0.00	0	7.00	690,730

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**