

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

**2020-2021**

**Implementation**

**EAGLE ROCK HS (1861401)**



**Superintendent**  
**Austin Beutner**

**Board Members**

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

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### SCHOOL IDENTIFICATION

School Name: EAGLE ROCK HS (1861401)

Local District: C

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: KEIPP, MYLENE P

E-mail address: mylene.keipp@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.

TITUS CAMPOS



08/18/2020

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

### SPSA Review Tracker

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

Local District Superintendent or designee	TITUS CAMPOS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>08/18/2020</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	YADHIRA HERNANDEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/18/2020</u> <i>Signed Date</i>
Local District PACE Administrator	THERESA ARREGUIN <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>08/16/2020</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>07/24/2020</u> <i>Signed Date</i>

## RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/24/2020	Alberto Amaya Campos

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

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

02/25/2020

*School plan approval appears in SSC Minutes.*

\_\_\_\_\_

Date

**Attested:**

Adrian Lopez



02/25/2020

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

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

\_\_\_\_\_  
Date

KEIPP, MYLENE P



02/25/2020

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

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

\_\_\_\_\_  
Date

## 2020-2021 FUNDING ALLOCATED TO THIS SCHOOL

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

### Federal Programs

Elementary and Secondary Education Act:

	<u>Allocation:</u>	<u>Original</u>	<u>Second</u>	<u>Third</u>
<input checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	Amount: \$	688,541	42,084	
<input checked="" type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	Amount: \$	61,013	0	
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	10,521	0	
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	Amount: \$	0	0	
<input checked="" type="checkbox"/> <b>Title I: Comprehensive Sup &amp; Improv (7T691)</b> Purpose: 7T691	Amount: \$	0	0	
<b>Total amount of categorical funds allocated to this school:</b>	\$			<b>760,075</b>

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Allocation

## District Mission Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

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

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

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

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

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

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

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

**District Core Program for All Students:**

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

**Curriculum focus-2016/2017**

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

**Instructional focus-2016/2017**

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

**Assessment focus-2016/2017**

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

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

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

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

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

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



## SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

### School Vision

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

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).

1. Describe your school's geographical, demographic, educational and economic community base: The following websites contain useful data: <a href="http://www.census.gov/">http://www.census.gov/</a> , <a href="http://www.zip-codes.com/">http://www.zip-codes.com/</a> , <a href="http://www.city-data.com/">http://www.city-data.com/</a>
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.
2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):
ERJSHS is a Span school grades 7th – 12th and Magnet.
3. Indicate student enrollment figures:
861401 has a total of 1195 students from grades 7th- 12th in the main school general education program and 258 students in the special education program for a total of 1453. In 861402 there are a total of 796 students in the Highly Gifted Magnet. Total Student Body Enrollment is 2249.
4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):
52.16% students qualified for free or reduced lunch on 2020-2021 Title 1 ranking.
5. Identify language, racial and ethnic make-up of the student body:
Languages: ( English, Spanish, Tagalog, Mandarin, Thai.) Ethnic make-up: ( African American 1.9%; Asian 7%; Filipino 18%; Latino 56.6%; American Indian 0.58, White 12.4% )
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:

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:**

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 Balanced Assessment achievement levels in ELA and mathematics. A-G Requirements on track to graduate ELPAC, RI, and Reclassification trends of 2018-2019 Student Attendance Score Card 2018-2019 School Experience Survey 2018-2019 Parent Access on Schoology analytics.	10/23/2019, 02/25/2020, 12/17/2019, 01/28/2020, 02/11/2020
<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 2019-2020 on track to graduate with A-G requirements, SBAC ELA & mathematics data, School Experience Survey to review the alignment of expenditures to the data.	10/14/2019, 11/18/2019, 01/27/2020, 02/24/2020
<input checked="" type="checkbox"/> Other: Instructional Leadership Team	Reviewed and monitored school wide goals and developed an action plan to align instructional goals to SPSA, WASC recommendations, IB MYP, and LIS.	08/26/2019, 12/09/2019, 09/16/2019, 01/27/2020, 10/14/2019, 02/10/2020, 11/18/2019, 02/25/2020

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

100% GRADUATION AND BEYOND

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

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

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

As measured by the CA Dashboard in 2019, the graduation rate was 93.8% maintained 0% growth from 2018. The graduation rate for students with disabilities was 72.9%, a decline of 0.9% from the previous year. As of fall 2019-2020, 81% call of 2020 cohort were on track to graduate. The white subgroup graduation rate sustained a growth of 6.2% to a graduation rate of 93%. As of February 2020, 89% of class of 2020 were on track to meet the A-G requirements, 12% were identified as requiring tier 1 academic intervention supports, missing 1-2 classes, 4% were identified as tier 2 missing 3-4 classes, and 3% as tier 3 missing 5 or more classes. The SPSA goal was to increase graduation rate for white subgroup by at least 1 % by June 2020. The white sub group graduation rate increased by 6.2% to 93% in 2018-2019 and moved from orange to green on the CA Dashboard placement. The SPSA goal was to increase 12th grade cohort data for A-G readiness for class of 2020 to at least 90% by January 2020. As of February 2020, 89% of 12th grade cohort met the A-G requirements.

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

Students with disabilities graduation rate maintained a decline of 0.9%. Five students enrolled in the alternative curriculum program, received a "certificate of completion". The graduation rate does not include certificates of completions which affects overall graduation cohort rate despite the student complete credits of a prescribed alternative courses.

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

Individual Graduation Plan for students grades 9 - 12 are developed with the guidance counselor and reviewed once per semester. 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. Students are given a course list to discuss course offerings. Student course programming are based on need, availability, and progress towards completing the AG graduation requirements. Adult School, Winter Plus and Spring Plus are offered to students as credit recovery opportunities. Most of the students were on track to graduate after completing the health or English 9A credit recovery courses during the winter of 2019. Counselors and intervention coordinator targeted students identified on the Tier 1 to Tier 3 intervention support for credit recovery courses through dual enrollment at LACC, and on and off site adult schools.

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

N/A

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

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

To improve the graduation rate from orange to yellow by at least 1% to for the students with disabilities subgroup from 72.9 to 73.9% according to CA Dashboard by June 2021.

To improve the college readiness rate for English Learners from 12.8% to from orange to yellow by at least 1% to for the students with disabilities subgroup from 72.9 to 73.9% according to CA Dashboard by June 2021.

To improve the college readiness rate for Hispanic from 44.2% prepared to 46.1% increase by 1.9%% to move from orange to yellow according to CA Dashboard by June 2021.

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



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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Develop integrated ELD in core content courses by providing language objectives for lessons and using constructive conversation skill to bridge language acquisition skills and accessing academic content language. Increase percentage of students earning a "C" or better on final 20 week semester grades in ELA courses and to increase the the percentage of students meeting or exceeding standards on SBAC for socially economically disadvantaged, English Learners, and SWD students.	08/17/2020 06/10/2021	Monitor the academic progress of meeting standards of EL cohort students. Review progress monitoring data, including classroom observation data, results from interim assessments, and student grades. Administration team, intervention/EL coordinator, and middle school coach.
Middle School College & Career Coach 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.	08/17/2020 06/10/2021	Review progress monitoring data, results from districts interim assessments, and student grades. Monitor the academic progress of meeting standards, the culmination rate, and graduation cohort rate of at-risk students. Monitor and track Individualized Graduation Plan conferences with parents twice a year for grades 9-12th on MiSis by generating IGP reports by Academic counselors and APSCS. Principal and administration team.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA-T1 C&C Coach (7T124)		14188 - MS COL & CAREER COACH (3 Hrs / 5 Days)	30425433	N/A	14188	69,682	1.00	100
CE-ESSA-T1 C&C Coach (7T124)		30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,024		100
CE-ESSA-T1 C&C Coach (7T124)		30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,421	0.00	100
CE-ESSA-T1 C&C Coach (7T124)	2100	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	761	0.00	100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CSR Teacher ELA & Math - Teacher will work with 9th & 10th grade students and individualize support for English Learners, students with Disabilities, low income students and students not meeting grade level standards.	08/17/2020 06/10/2021	Monitor academic progress in student achievement based on 5 wk interval grades and state tests. Monitored by principal, administrative team, intervention coordinator, and middle school coach.
CSR Teacher will analyze District assessment data, plan instruction, monitor academic progress of all students not meeting or exceeding grade level assessments, and examine student work for lesson study.	08/17/2020 06/10/2021	Teachers will share relevant data, analyze data trends of ELA & mathematics SBAC, Interim Assessments, teacher generated assessments, and lesson study findings.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Secondary Counselor to reduce student counselor ratio and provide additional support to at-risk students (SWD, Title I, EL) in utilizing the educational opportunities of the school and community through individual or group counseling as well as to provide supplemental professional development and parent educational workshops for parents of at-risk students to include: A-G Requirement workshops, Changes in graduation requirements.</p> <p>Academic counselor encourage students to enroll in an AP, honors, or Diploma Project courses</p> <p>Counselor will target students identified on the Tier 1 to Tier 3 intervention support for credit recovery courses through dual enrollment at LACC, and various adult schools. Opportunities.</p>	08/17/2020 06/10/2021	<p>Monitor A-G passing rate percentages so students remain on track by semester. Monitor subgroups, such as SWD, Title 1, English Learners, and GATE. Monitor counselor logs/calendars to identify patterns of support and effectiveness. Use data platforms such as MyData and MiSIS Focus. Progress monitored by secondary academic counselors, APSCS, SPED/EL Coordinator, GATE Coordinator.</p> <p>Monitor and analyze the trends of the graduation cohort rate to target tier 1, tier 2, and tier 3 students.</p> <p>Monitor SSPT referrals for students in Tier 1 - Tier 3 to determine intervention supports, credit recovery programs, and monitor the academic progress of students in 5 week intervals (5 wk, 10 wk, 15wk, &amp; 20 wk.)</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Supplemental Instructional materials - SIM in core content areas in ELA, mathematics, social studies and science. Select and evaluate instructional materials designed to meet individual literacy who are not meeting grade level common core content standards, English learners, and accelerate math skills and literacy with the EnrichLA gardening program for college and career readiness.</p> <p>SIM to support literacy standards and access to content academic language. Class sets fiction novels, and non-fictions will support instruction of literacy standards ELA/ELD standards across disciplines. The purchase of SIM in core content areas including ELA, will facilitate conversation with parents, about rigorous academic standards and learning goals for each grade level, shifts in ELA and mathematical standards.</p> <p>History - 13 sets of 20 fictions and non fictional literary texts for students to form reading groups, selecting various texts, establish reading schedule, and engage in collaborative book of the month discussions. Microphone, recording &amp; editing software podcast production units. Class Set for Latino Experience in US history, Vendor Amazon Co. to supplement 8th grade history courses. Students will form connections of historic events in Spain and Latin America to support evidence based writing, using multiple source documents to support claims.</p> <p>Science Lab Supplies - Vendor Granada Hills Science Materials Center -Elodea Bunch Aquarium Supplies Red Worms 25 carton 60 Frogs 30 Owl Pellet 60 Fetal Pigs 1 Acetone Pint 20 Bromothymol Blue</p> <p>ELA - Literary texts - Vendor Amazon Co. Glass Castle-20 copies Sympathizer A Novel - 20 copies An Abundance of Katherine - 20 copies A Tree Grows -20 copies My Brilliant Friend -20 copies Wide Sargasso Sea - 60 copies Gendel Paperback - 35 copies Beowulf - 35 copies Balzac &amp; Little Chinese Seamstress - 20 copies Accidental Highwayman - Being the Tale of Kit Bristol, His Horse Midnight, a Mysterious Princess, &amp; Sundrey Magical Persons - 20 copies Never Let Me Go - 20 copies</p>	<p>08/17/2020 06/10/2021</p>	<p>Monitor the impact of college and career readiness with Naviance data and feedback from EnrichLA lessons. Progress monitored by secondary academic counselors, APSCS, Teacher, &amp; Intervention Coordinator.</p>
<p>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.</p> <p>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.</p>	<p>08/17/2020 06/10/2021</p>	<p>Monitor and analyze graduation cohort rate trends, college readiness rate as measured on the CA Dashboard, review parent surveys of parent workshops, Workshop and trainings attendance, percentage of FAFSA applications submitted, and college applications and acceptance rate. Monitored by administration, APSCS, counselors, intervention coordinator, and college counselor.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	30433388	N/A	110142	112,044	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	1,422		100

Academic : 100% Graduation

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

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

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status		Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
Collaborate with stakeholders, such as community partners, to write grants for extra-curricular trips and student incentives. Use Schoology and the LAUSD Parent Passport system which allows parents, students, and teachers to collaborate and monitor the academic progress of students in all classes. Parents and students have access to the student's courses, assignments, grades and communicates with the academic counselor.				08/17/2020 06/10/2021 New		Collect reflection forms and documentation of standards-based instructional goals		
SIM to support literacy standards and access to content academic language. The purchase of SIM in core content areas, will build parent capacity and facilitate conversation with parents, about rigorous academic standards and learning goals for each grade level, shifts in ELA and mathematical standards, and will help parents hold the school and teachers accountable for meeting grade level content standards and approaches to helping parents support and reinforce learning at home. Parents will be an integral role in assisting their child's learning, encouraged to be actively involved in their child's education at school by providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology to foster parental involvement. Class sets fiction novels, and non-fictions will support instruction of literacy standards ELA/ELD standards across disciplines. Literary texts - Vendor Amazon Co. Sets of 20 fiction and non-fictional literary texts for students to form reading groups, selecting various texts, establish reading schedule, and engage in collaborative book of the month discussions. Glass Castle- 20 copies Sympathizer A Novel -20 copies An Abundance of Katherine - 20 copies A Tree Grows - 20 copies My Brilliant Friend -20 copies Wide Sargasso Sea - 60 copies Gendel Paperback - 35 copies Beowulf - 35 copies Balzac & Little Chinese Seamstress - 20 copies Accidental Highwayman - Being the Tale of Kit Bristol, His Horse Midnight, a Mysterious Princess, & Sundrey Magical Persons - 20 copies Never Let Me Go - 20 copies. Class Set for Latino Experience in US history- Vendor Amazon Co. to supplement 8th grade history courses. To form connections of historic events in Spain and Latin America to support evidence based writing, using multiple source documents to support claims. Science Lab Supplies - Vendor Granada Hills Science Materials Center -Elodea Bunch Aquarium Supplies Red Worms 25 carton 60 Frogs 30 Owl Pellet 60 Fetal Pigs 1 Acetone Pint 20 Bromothymol Blue.				08/17/2020 06/10/2021 New		Monitor and analyze graduation cohort rate trends, college readiness rate as measured on the CA Dashboard, SBAC ELA, mathematics, history, & science content areas. Review parent surveys of parent workshops, Monitored by administration, department chairpersons, intervention coordinator, and college counselor.		
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

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

**ACADEMIC GOAL — ENGLISH LANGUAGE ARTS**

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

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

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

Based on the ELA SBA data, the school is yellow on the CA Dashboard. The dashboard shows all students scored 15.3 points above the standard on the ELA SBA, a decline of 3.9 points from the previous year. The equity report indicates one subgroup in red, three subgroups in orange, two subgroups in green, and one subgroup in blue. The four subgroups in the orange five by five placement are English language learners, Hispanic, and socioeconomically disadvantaged. The students with disabilities subgroup previously on orange has moved to the red placement. In 2018-2019 60% of class of 2020 met or exceeded ELA SBA standards, a decline of 3% from 2017-2018. 55% of 8th grade and 67% of 7th grade students met or exceeded standards. In 2016-2017, 52% of 7th grade students met or exceed SBAC standards with a growth to 58% in 2017-2018.

The 2019-2020 ELA goals were:

1. By the end of June 2020, our English language students will reduce the percentage of D's and F's in ELA courses from an average of 30% to 20% and increase 3 points on the CA Dashboard from 80.2 points below standard to 77.2 points below standard, and move from orange to yellow.

Based on the CA Dashboard, English language students increased 9.6 points to 67.7 points below standard and remained on the orange placement on the CA Dashboard. Goal Met

2. By the end of June 2020, our students with disabilities will reduce the percentage of D's and F's in ELA courses from an average of 30% to 20% and increase 3 points on the CA Dashboard from 97.7 points below standard to 94.7 points below standard, and move from orange to yellow.

Our students with disabilities declined 10.5 points to 94.6 points below standard and moved from orange to red. Goal Not Met

3. By the end of June 2020, our Hispanic students will reduce the percentage of D's and F's in ELA courses from an average of 30% to 20% and increase 3 points on the CA Dashboard from 11.3 points below standard to 8.3 points below standard, and move from orange to yellow.

Our Hispanic students maintained a 1.4 point increase on the CA Dashboard from 11.3 points below standard to 9.9 points below standard and remained on the orange placement. Goal Not Met

4. By the end of June 2020, our low socioeconomic subgroup students will reduce the percentage of D's and F's in ELA courses from an average of 30% to 20% and increase 3 points on the CA Dashboard from 8.9 points below standard to 5.9 below standard, and move from orange to yellow.

Our low socioeconomic subgroup maintained a 0.3 point increase to from 8.9 points below standard to 8.8 points below standard. Goal Not Met.

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

According to the SBAC and California Dashboard subgroup data, our Students with Disabilities and English Learners are the lowest performing groups and require additional support to improve our distance from the standard. According to the Smarter Balanced Assessment Claim scores, our students need the most support in the area of reading where 67% 7th gr., 79% 8th gr., and 67% 11th gr. students scored below standard. In the area of writing 58% 7th gr., 75% 8th gr., and 48% 11th gr. students scored below standard, In speaking and listening 38% 7th gr., 64% 8th gr., and 38% 11th gr. students% scored below standard and in research/inquiry 46% 7th gr., 71% 8th gr., and 52% 11th gr. students received a score below standard. Student letter grades may not commensurate with high stakes standardized assessments, such as percentage of students who met or exceeded standards on ELA SBAC, or AP scores of three or better. Departments should address the use of formative and interim assessments to inform instruction. School needs to refine systematic data analysis of standards based instruction.

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

N/A

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

The English Department is working to develop a curriculum map that will integrate CAASPP Interim Assessment Blocks and teacher made common assessments. Assessments will be used to progress monitor as well as provide data for the CAASPP Digital Library where teachers will identify focus standards in which students need additional support. Additional professional development will be provided on the use of the Digital Library to analyze student Interim Assessment data. Teachers will also work together to develop and share strategies to integrate reteaching of standards within the current curriculum and differentiate instruction for our lowest performing students. Reduce class size in ELA with the funding for a CSR Teacher with a focus on helping 9th and 10th grade students who need additional support in reaching grade-level content proficiency. ELA teachers attended training and implemented learning for International Baccalaureate Middle Years Programme/Diploma Programmes for differentiation of 9th grade students.

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

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

By the end of June 2021, our students with disabilities will increase 3 points on the CA Dashboard from 94.6 points below standard to 91.6 points below standard, and move from red to orange.

By the end of June 2021, our English language students will ncrease 3 points on the CA Dashboard from 67.7 points below standard to 64.7 points below standard, and move from orange to yellow.

By the end of June 2021, our Hispanic increase 3 points on the CA Dashboard from 9.9 points below standard to 6.9 points below standard, and move from orange to yellow.

By the end of June 2021, our socioeconomically disadvantaged subgroup of students increase 3 points on the CA Dashboard from 8.8 points below standard to 5.8 below standard, and move from orange to yellow.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
English Teacher for Class Size Reduction - CSR teacher will provide direct services for 100% of the six-hour day. Teacher will work with 9th & 10th grade students and individualize instruction, support for English Learners, SWD, low income students, and students not meeting grade level standards in ELA. CSR teacher will analyze data and plan standards-based assessments and grading to facilitate at-risk students' access to core content. Implement Adaptive Schools' strategies, and Response to Instruction and Intervention (RTI2). Collaboratively coordinate with Intervention Coordinator, and Title III Coach for classroom observations to provide non-evaluative feedback. CSR Teacher will attend training and implement learning for International Baccalaureate Middle Years Programme/Diploma Programmes.	08/17/2020 06/10/2021	Members of the Leadership Team (administrators, coordinators and department chairs) will review progress monitoring data, including classroom observation data, results from interim assessments, and student grades. Collect evidence such as agendas, minutes, sign-ins of SSPT, SSC, ELAC, ILT, LSLC where data-based decision making occurs. Monitored by teacher, academic counselor, Intervention Coordinator, Middle Schools Coach, Assistant Principal, & Principal.
CSR 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. CSR teacher will analyze data to determine the intervention needs of at-risk/EL students not meeting grade level standards.	08/17/2020 06/10/2021	Members of the Leadership Team (administrators, coordinators and department chairs) will monitor English language proficiency on standardized EL assessments, (ELPAC, RI, SBAC, & Read Theory) and reclassification rates. ELA academic progress reports (5 wk, 10 wk, 15 wk & 20 wk) by teacher, academic counselor, Assistant Principal, & Principal.
Provide professional development to teachers of specific strategies for student engagement, productive groups, and discussion techniques. Implement a teaching and learning cycle to promote a culture of learning by providing time for teachers and faculty to meet by vertical and horizontal teams to analyze data, plan differentiated lessons, reflect, and evaluate lessons. Increase the percentage of students earning a "C" or better in ELA courses and increase percentage of students having met or exceeded the standards of SBAC for socially economically disadvantaged, English learners, and students with disabilities. Provide professional development on ELD strategies ie constructive conversation skills, differentiation, graphic organizers and use of collaborative instructional practices (ie think pair share, jigsaw, four corners).	08/17/2020 06/10/2021	Members of the Leadership Team (administrators, coordinators and department chairs) will monitor the academic progress of meeting ELA standards of economically disadvantaged students, EL cohort students and SWD. Review progress monitoring data, including classroom observation data, results from interim assessments, and student grades. Administration team, intervention/EL coordinator, middle school coach, and math department.
ELA teachers are to analyze data and review student work to identify trends to develop instructional strategies and ELD incorporate strategies to support EL, low socioeconomic status, and at risk subgroups of meeting ELA state standards and meet proficiency standards. Collaboration & planning time for ELA department to analyze data ie. SBAC, ELPAC, IAC, and teacher generated assessments to intentionally select instructional strategies and content standard. focus.	08/17/2020 06/10/2021 New	Academic grades in 5 week intervals will be monitored and student work assessed to determine lexile level improvement and English language proficiency. The Instructional Leadership Team will received feedback from ELD and ELA teachers to select PD topics and instructional strategies.
Budget		



Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30424938	N/A	13641	116,174	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,444		100
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	847	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CSR teacher will work collaboratively with the school to conduct lesson studies and provide non-evaluative classroom observation and feedback. Participate in school-wide professional development to: plan, deliver, reflect and refine to integrate writing with programs such as Mozi. Conduct professional development activities, including the facilitation of effective instructional programs for teachers of at-risk students. Facilitate after hours grade-level team/department meetings to analyze early warning assessment data, review student work, debrief classroom observation and best practices, identify student needs, and plan differentiated instruction	08/17/2020 06/10/2021	Members of the Leadership Team (administrators, coordinators and department chairs) will monitor teacher and student usage of assessment-based technology and surveys on Schoology and goals developed based on the data for learning targets. Monitored by Assistant Principal, Department Chairpersons, Intervention Coordinator, Middle School Coach, and Technology Coordinator.
Reduce class size in ELA classes to provide intervention support to EL & at-risk students based on their SBAC and/or achievement data and enhance learning opportunities, differentiation and individualization. Analyze Data to determine the intervention needs of at-risk/EL students not meeting grade level standards.	08/17/2020 06/10/2021	Members of the Leadership Team (administrators, coordinators and department chairs) will 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 to determine effectiveness of instruction.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30037375	N/A	13641	116,174	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,444		100

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

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Instructional materials in core content areas in ELA that support standards-based instruction as well as to provide direct intervention services to target at-risk student groups based on identified needs. Supplemental books and literature to support instruction in Language Acquisition courses in ELA, content area. Supplemental Instructional Materials include after school intervention with A World Fit For Kids homework help, tutoring, and other literacy-based activities for independent reading program for 9th &amp; 11th grade students.</p> <p>Class sets fiction novels, and non-fictions will support instruction of literacy standards ELA/ELD standards across disciplines. The purchase of SIM in core content areas including ELA, will facilitate conversation with parents, about rigorous academic standards and learning goals for each grade level, shifts in ELA standards.</p> <p>11 sets of 20 fictions and non fictional literary texts for students to form reading groups, selecting various texts, establish reading schedule, and engage in collaborative book of the month discussions. Microphone, recording &amp; editing software podcast production units.</p> <p>Literary texts - Vendor Amazon Co. Glass Castle- 20 copies Sympathizer A Novel - 20 copies An Abundance of Katherine - 20 copies A Tree Grows -20 copies My Brilliant Friend -20 copies Wide Sargasso Sea - 60 copies Gendel Paperback - 35 copies Beowulf - 35 copies Balzac &amp; Little Chinese Seamstress - 20 copies Accidental Highwayman - Being the Tale of Kit Bristol, His Horse Midnight, a Mysterious Princess, &amp; Sundry Magical Persons - 20 copies Never Let Me Go - 20 copies</p> <p>The purchase of SIM in core content areas including ELA, will facilitate conversation with parents, about rigorous academic standards and learning goals for each grade level, shifts in ELA standards and expectations, will help parents hold the school and teachers accountable for meeting grade level content standards and approaches to helping parents build capacity, support and reinforce learning at home.</p>	<p>08/17/2020 06/17/2021</p>	<p>Members of the Leadership Team (administrators, coordinators and department chairs) will monitor the impact of instructional materials through Reading Inventory, ELPAC, ELA standards on SBAC.</p> <p>Monitor the academic progress of meeting standards of EL cohort students and SWD. Review progress monitoring data, including classroom observation data, results from interim assessments, and student grades. Monitored by Principal, Assistant Principal, Department Chairpersons, Intervention Coordinator, Middle School Coach, and Technology Coordinator.</p>
<p>Teacher Tutor X time - targeted instruction to students on reading skills (literary analysis), academic vocabulary, speaking and listening skills, writing (poetry, expository, and narrative) and social emotional learning skills.</p>	<p>08/17/2020 06/17/2021 New</p>	<p>ELA teachers are to analyze data and review student work to identify trends to develop instructional strategies and incorporate strategies to support students meeting ELA state standards benchmark and proficiency standards.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	317		100
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	855	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	2,000	0.00	100

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

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Instruct parents on the use of Schoology to monitor student progress and communicate with teachers. We inform and engage parents about college and university opportunities through use of the community rep, Coffee with the Principal, parent conferences, ELAC, SSC and resources available in our college offices. Offer various workshops discussing A-G requirements, intervention services, school services, graduation requirements, college entrance requirements, English and family literacy class for parents, and motivating students to be successful. Bi-annual review of school wide achievement data and the school accountability report card will take place during Coffee with the Principal. Collaborate with Parent Councils to provide trainings for parents to understand the California State Standards, SBAC expectations and components, including five by five data charts.</p>	<p>08/17/2020 06/10/2021</p>	<p>Principal, AP, Intervention Coordinator, College &amp; Career Coach, &amp; Parent will monitor quarterly parent attendance and collect reflections from meetings to develop goals based on the data. Teachers, intervention coordinator, middle school college &amp; career coach, &amp; department chairpersons at the end of each semester, collect classroom writing samples and calibrate with the SBAC and IB criterion with parents.</p> <p>Indicate who will be responsible for collecting data to determine the effectiveness of this strategy.</p>

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

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

**ACADEMIC GOAL — MATHEMATICS**

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

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

Based on the ELA SBAC data, the Eagle Rock Jr/Sr HS is yellow on the CA Dashboard, All students scored 38.3 points below standard. which maintained a decline of 2.7 points from the previous year. The dashboard shows students with disabilities and English Learners subgroup are in the red placement. Students with disabilities maintained 1.9 point growth to 143.7 points below standard. The EL subgroup declined 14.3 points from the previous year to 138.4 points below standard. The socioeconomically disadvantaged subgroup remained on the orange placement to 65.2 points below standard from a score of 67.9 pts below. In 2018-2019 40% students met or exceeded math SBAC standards. In 2017-2018 41% of students met or exceeded and 46% met or exceeded in 2016-2017, a decrease of 5% from prior year. On the 2019 Interim Assessments in Math On the 2018 interim assessments in Math, 70% exceeded, met or nearly met, 30% did not meet standards.

**SPSA 2019-2020 Math Goals:**

1. By the end of June 2020, our students with disabilities will reduce the percentage of D's and F's in Math from an average of 41% to 31% and will increase 2 points on the CA Dashboard Math from 163.2 points below standard to 161.2 points below standard, and move from red to orange. Students with disabilities maintained a 1.9 point increase to 143.7 points below standard and remained on the red placement. Goal Nearly Met.
2. By the end June 2020, our Hispanic students will reduce the percentage of D's and F's in Math from an average of 41% to 31% and will increase 3 points on the CA Dashboard Math from 75.8 points below standard to 72.8 points below standard to move from orange to yellow. Hispanic students increased 4.9 points to 70.1 below standard from 75.8 points the previous year and moved from orange to yellow. Goal Met
3. By the end of June 2020, our English Learner students will reduce the percentage of D's and F's in Math from an average of 41% to 31% and will increase 3 points on the CA Dashboard Math from 131.7 points below standard to 128.7 points below standard, and move from orange to yellow. English Learner students declined 14.3 points from 131.7 points below standard to 138.4 points below standard and moved from orange to red. Goal Not Met.

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

According to the SBAC and California Dashboard subgroup data, our Students with Disabilities and English Learners are the lowest performing groups and require additional support to improve our distance from the standard. According to the Smarter Balanced Assessment Claim scores, our students need the most support in the mathematics where 44% Concepts and Standards, 30% scored below standard in the area of problem solving, and 25% below standard in communicating reasoning. Embedding of critical thinking and use of mathematical concepts, procedures, ideas to solve mathematical problems may not be evident. Students with disabilities scored 87% below standards for Concepts and Standards, 75% below standard for problem solving, and 61% below standards in communicating reasoning. English Learner students scored 93% below standards for Concepts and Standards, 77% below standard for problem solving, and 83% below standards in communicating reasoning.

Non systematic use of formative and summative assessments to guide, modify and adjust curricular and instructional approaches. In consistent department collaboration to vertical and horizontal alignment of standards, and unpacking of standards, Inconsistent collecting and analyzing of data (classroom observations, student assessments, etc) in collaborative groups during PD to inform next steps for the classroom. Analyze Data to determine the intervention needs of at-risk/EL students not meeting grade level standards.

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

N/A

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

Department professional development beyond the school day to support focus of the eight mathematical practices to support effective implementation of strategies of accelerating proficiency. Common planning and lesson design around the CC standards, alignment of curriculum, instruction, and common assessments. Focus on strategies of discussion techniques, students engagements, and productive groups. Support effective instruction through collaboratively planning and implementing differentiated lessons. Engage in lesson studies with grade level cohorts, evaluating and reflective on lesson and assessment result implications. Place a greater emphasis on evaluating the effectiveness of classroom strategies and modify instruction to improve student performance by using formative assessment data. Teacher cohorts work collaboratively with coaching and online programs/resources to deliver literacy instruction across subjects to reach all students - especially English Language Learners. Math department teachers develop common assessment and grading practices. Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

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

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

By the end of June 2021, our English Learner students will increase 3 points on the CA Dashboard Math from 138.4 points below standard to 135.4 points below standard, and move from red to orange.

By the end of June 2021, our students with disabilities 3 points on the CA Dashboard Math from 143.7 points below standard to 140.7 points below standard, and move from red to orange.

By the end of June 2021, our Socioeconomically Disadvantaged students will increase 3 points on the CA Dashboard Math from 65.2 points below standard to 62.2 points below standard, and move from orange to yellow.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CSR math teacher will use department meeting time, substitute days, and Professional Development time to facilitate at-risk students' access to core content in classes: Attend training and implement learning for International Baccalaureate Middle Years Programme/Diploma Programmes for differentiation of 9th grade students. Analyze data and plan standards-based assessments and grading.	08/17/2020 06/10/2021	Collect and evaluate teacher reflections and student progress per the standards and IB criterion, by reviewing interim common assessments, report cards, and classroom visits. This is done by the teacher, administration, intervention coordinator, IB Coordinator, Middle School Coach and Department Chairperson.
Data Analysis Collect and analyze data (classroom observations, student assessments, School Experience Survey, etc) in collaborative groups during PD to inform next steps for the classroom Analyze Data to determine the intervention needs of at-risk/EL students not meeting mathematics grade level standards.	08/17/2020 06/10/2021	Collect and evaluate teacher reflections and student progress per the standards and IB criterion, by reviewing interim common assessments, report cards, and classroom visits. This is done by the Teacher, administration, intervention coordinator, IB Coordinator, Middle School Coach and Department Chairperson.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Math Teacher for Class Size Reduction CSR teacher will provide direct services for 100% of the six-hour day. Teacher will work with 9th &amp; 10th grade students and individualize instruction, support for English Learners, SWD, low income students, and students not meeting grade level standards. CSR Math teacher implement Master Plan to provide primary language support for English Learners &amp; 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. Mathematical concepts and lesson will build knowledge from real world examples and manipulatives will be used purposefully.</p> <p>Mathematics work collaboratively with coaching and online/programs to deliver literacy instruction across subject for ELL. Teacher will use guiding questions as students make sense of the problem to introduce focus questions and math objectives. Students will understand the problem to have an entry point for solving. Notice and wonderings, problem posed, students apply constructive conversation skills as they clarify language to make sense of the problems using the Three Reads protocol, and Think Aloud will be modeled. Students will apply Constructive Conversation Skills as they explain/listen to others explain using Math Interview Protocol, collect language samples, and select solutions to be shared with peers. 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.</p> <p>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 be guided through multiple reading of the problems with a specific purpose and Think Aloud will be modeled by teacher. Students will listen to a Model Constructive Conversation, 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.</p> <p>CSR teacher will analyze data and plan standards-based assessments and grading to facilitate at-risk students' access to core content classes. Implement Adaptive Schools' strategies, and Response to Instruction and Intervention (RTI2) and collaboratively coordinate with the math department, Intervention Coordinator, and Title III Coach classroom observations to provide non-evaluative feedback. CSR Teacher will attend training and implement learning for International Baccalaureate Middle Years Programme/Diploma Programmes.</p>	<p>08/17/2020 06/10/2021</p>	<p>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. This is done by the Teacher, administration, intervention coordinator, IB Coordinator, Middle School Coach and Department Chairperson.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30029103	N/A	13644	116,174	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,444		100

**Focus Area:** Effective Classroom Instruction *Academic : Mathematics*

**Strategies**



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Reduce class size in sheltered math classes to provide greater support to EL & at-risk students based on their SBAC and/or achievement data and enhance learning opportunities, differentiation and individualization. Purchase CPM coach for lesson studies and classroom observation.	08/17/2020 06/10/2021	Progress monitoring of student data from SBAC, math common assessments,, and reclassification reports. This is done by the teacher, administration, intervention coordinator, IB Coordinator, Middle School Coach, Department Chairperson, and CPM Coach.
Supplemental Instructional Materials to support the application of mathematical concepts in science with Enrich LA gardening program, MESA participation, online astronomy resources for advanced math, calculators, and handheld white boards.  SIM - Supplemental Instructional Materials to support instruction of mathematics concepts integrated in science curriculum. Flinn Scientific Lab Supplies Flinn Analytical Balance Barium Hydroxide Potassium Demonstration Pieces Sodium Lumps Demonstration Pieces Zinc, Mossy Hydrochloric Acid Reagent PVC Coated Bottle Rubberized Apron Ethyl Alcohol Methyl Alcohol Octanol Acetic Acid Solution Copper Sulfate Powder Lab Grade Sodium Hydroxide Iron Nails Non galvanized Steel Foiled Again - Chemical Demonstration Kit Copper Wire  Educational Innovations Lab Supplies Ice Melting Blocks Cloud Bottle Density Sphere Experiment Kit Poly Density Kit Steel Sphere Density Kit	08/17/2020 06/10/2021	Progress monitoring of student data from math common assessments created by the department and feedback from students. This is done by the teacher, administration, intervention coordinator, IB Coordinator, Middle School Coach and Department Chairperson.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30445373	N/A	13644	116,174	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,444		100

**Focus Area:**

**Interventions During and After the School Day and Other Supports**

*Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Use Teaching Asst to provide primary language support for English Learners, reinforces instruction in small group settings & provides instructional support for at-risk students under the direct supervision of a highly qualified teacher.	08/17/2020 06/10/2021	Review progress monitoring data, including classroom observation data, results from interim assessments, ELPAC, Reading Inventory, Read Theory 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. Principal, AP, Title III Coach, Intervention Coordinator will conduct classroom observations to evaluate the implementation of adopted instructional strategies to provide actionable feedback based on the High Impact Practices for ELD.

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

**Focus Area:**

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

*Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Collaboration & Planning  • Attend and conduct professional development to support California State Standards and IB, as well as the facilitation of effective instructional programs for teachers and parents of at-risk students	08/17/2020 06/10/2021	Review attendance logs and communication methods to track effectiveness of publicity and outreach. Analyze results from School Experience Survey to determine scores customer service, parent engagement, parent involvement, and resource availability by Principal, Assistant Principal, Intervention Coordinator, and Middle Schools College & Career Coach & Parent Rep.

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

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

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

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

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

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

The results of the 2018-2019 ELPAC to assess English Language proficiency, 6.5% scored Level 4 well developed and Level 3 moderately developed. 28.7%. Percent of EL students scored level 2 somewhat developed at 22.2% and 42.6% scored level 1 beginning stage. Six percent of the student body is English Language Learners and 35% students are in the SPED program. Of the 81 EL students, 33 have an IEP, Zero ELL met or exceeded standards on ELA in 2018-2019. SBAC.

**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 redesignate. The Read Theory Lexile assessment has determined majority of LTEL students lexile reading level is grade 3 or grade 4. As of Language Census Day, 81 EL were enrolled and 35% were of the SWD population. One Bilingual TA is insufficient to provide support in ELD, ELA, and math classes in the target language specifically 17 newcomer students.

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

EL7th & 8th Grade Teacher professional development 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. Academic progress of EL students were monitored closely by the EL Designee and teachers. EL students failed to make academic progress were referred for SSPT meeting. Students and parents are encouraged to attend the monthly ELAC meetings where information is shared regarding SLOs and criteria for re-designation as well as the importance of achieving redesignation and earning credits toward graduation.

Teaching Asst to provide small group settings for differentiated instruction & provides instructional support for at-risk students under the direct supervision of a highly qualified teacher. Created monitoring roster for EL students to analyze academic progress in the 5, 10, 15, 20 week marking period. Utilize Interim assessments, ELPAC scores, RI scores to determine areas of academic need and ELD/ELA standards not met to target specific skills.

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

N/A

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

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

EL reclassification rate from 28% to 30% in June 2021.

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

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Intervention Coordinator and parent community representative will to provide direct services to EL students, parents & teachers and ensure compliant categorical programs such as monthly reporting on student progress at English Learner Advisory Committee for EL families. Intervention Coordinator will present mandated topics to ELAC, importance of student attendance, R30 Language Census, Training of Officers, SPSA.	08/17/2020 06/10/2021	Sign in sheets, attendance, minutes, handouts, of ELAC meetings. ELAC Parent Workshop attendance, reflections, surveys, and School Report Card to evaluate parent involvement of EL students.
ELD teachers will analyze data and review student work to determine trends and CCSS not met. Address English language fluency in the domains of Speaking, Reading, Writing, and Listening. EL students not meeting the criteria to redesignate benchmarks will be selected for targeted instruction.	08/17/2020 06/10/2021	Monitor the academic progress of meeting standards of EL cohort students and SWD. Review progress monitoring data, including classroom observation data, results from interim assessments, and student grades. Administration team, intervention/EL coordinator, middle school coach, and math department. Monitor the academic progress of meeting standards of EL cohort students. Review progress monitoring data, including classroom observation data, results from interim assessments, and student grades. Administration team, intervention/EL coordinator, and middle school coach.
ELD teachers are to analyze data and review student work to identify trends to develop instructional strategies and ELD incorporate strategies to support EL students meeting ELD state standards and meet proficiency standards in the domains of speaking, reading, writing, and listening. Classroom strategies and interventions in ELA and LTEL courses will be selected to target Long term english learners who have not met the criteria for redesignation benchmarks, or far below lexile grade level and proficiency band on the ELPAC state assessment.	08/17/2020 06/10/2021	Academic grades in 5 week intervals will be monitored and student work assessed to determine lexile level improvement and English language proficiency. The Instructional Leadership Team will received feedback from ELD and ELA teachers to select PD topics and instructional strategies.
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.	08/17/2020 06/10/2021	Intervention coordinator and Middle School Coach provided EL PD to EL teacher cohort. Academic progress of EL students were monitored closely by the EL Designee and teachers. EL students who do not make academic progress will be referred for SSPT meeting by Intervention Coach, College & Career Coach, Academic Counselor, or SSPT.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
CSR 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. CSR teacher will analyze data to determine the intervention needs of at-risk/EL students not meeting grade level standards.	08/17/2020 06/10/2021	Collect and evaluate teacher reflections and student progress per the standards and IB criterion.
Use Teaching Asst to provide primary language support for English Learners, reinforces instruction in small group settings & provides instructional support for at-risk students under the direct supervision of a highly qualified teacher. Teaching Asst to provide small group settings for differentiated instruction & provides instructional support for at-risk students under the direct supervision of a highly qualified teacher;	08/17/2020 06/10/2021	Create monitoring roster for EL students to analyze academic progress in the 5, 10, 15, 20 week marking period. Utilize Interim assessments, ELPAC scores, RI scores to determine areas of academic need and ELD/ELA standards not met to target specific skills.
To increase the percentage of English Learners advancing at least one ELPAC level per year, and to increase the percentage of ELs receiving a grade of C or better in LTEL class(es). secondary English. ELD Teachers will provide •Designated instruction while using constructive conversation skills (create, clarify, fortify, and negotiate) for structured student to student interactions using academic language during Designated ELD. •Teachers of EL students will provide designated ELD instruction including using academic language, academic vocabulary development strategies and discipline-specific reading and writing strategies	08/17/2020 06/10/2021 New	Classroom Observation by admin and EL designee, Progress Monitoring, Core teachers utilizing Language Objectives and Constructive Conversation placemats
Teacher will have Learning Objectives (including Learning Targets) and Language Objectives in classes with EL students posted in the classroom. ELD Strategies/activities include: • Targeted standards-based ELD instruction based on student's proficiency level • Daily standards-based ELD instruction for English learners • Block Scheduling of daily ELD instruction at the student's identified proficiency level for	08/17/2020 06/10/2021 New	Classroom Observations, lesson plans and Actionable Feedback.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30443699	N/A	107762	19,365	1.00	100

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

*Academic : English Learner Programs*

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Collect and analyze data from technology-based resources in collaborative groups during PD to inform next steps for the classroom by using the Problem Solving Process: -What is the problem? Define problem or goal -Why is it occurring? Analyze the plan with data -What are we going to do about it? Develop and implement the Plan. -Is it working? Measure instruction / intervention -Analyze Data to determine the intervention needs of EL students not meeting grade level standards and provide intervention to ELs not meeting grade level standards	08/17/2020 06/10/2021	Review lexile data from Readtheory.org to target specific student reading needs.
Use Department Meeting time and PD Teacher X/Z and PD Teacher Regular time to facilitate EL students' access to core content in classes. Review Reading Inventory (RI), Read Theory or other computer based assessments to develop next steps.	08/17/2020 06/10/2021	Collect classroom observation data and monitor classroom grades for departments (and by subgroups) at the semester with counselors

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Intervention Coordinator to provide teacher and parent training regarding full implementation of district recommended intervention computer-based instructional material (Khan Academy, Edmodo, etc ) for EL students not meeting the standards. Extra support for our ELs to clarify areas of confusion for those needing additional support.	08/17/2020 06/10/2021	Parent and teacher survey reflection and surveys. Collect agendas, artifacts, and reflections for progress monitoring and accountability. Administration and intervention coordinator.
Intervention Coordinator w/Differential and X/Z time and parent /community representative will to provide direct services to EL students, parents & teachers and ensure compliant categorical programs such as monthly reporting on student progress at English Learner Advisory Committee for EL families.	08/17/2020 06/10/2021	Sign in sheets, attendance, minutes, handouts, of ELAC meetings. ELAC Parent Workshop attendance, reflections, surveys, and School Report Card to evaluate parent involvement of EL students.
English Learner Designee will meet with parent to present Masterplan Options meetings once per semester. First meeting within 30 days of the school year, second meeting during the month of January. Parent meeting for LTEL students will be held once per semester to discuss reclassification criteria, graduation requirements, importance of student attendance, R30 Language Census, intervention programs, faculty office hours for individual tutoring. Parent Center staff including the Parent representative will be introduced to support parent engagement and involvement activities. Students and parents are encouraged to attend the monthly ELAC meetings where information is shared regarding SLOs and criteria for re-designation as well as the importance of achieving redesignation and earning credits toward graduation.	08/17/2020 06/10/2021	Sign in sheets, attendance, minutes, handouts, of ELAC meetings. ELAC Parent Workshop attendance, reflections, surveys, and School Report Card to evaluate parent involvement of EL students.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
EL Designee are to provide engagement strategies to parents of English Learners to support EL students academic learning, reclassification criteria, options of EL instructional programs offered, and after school intervention programs.	08/17/2020 06/10/2021	Parent Advisory meeting logs, sign in, agendas, presentation materials will be monitored to determine attendance of meetings by parents, and surveys for feedback potential topics and feedback. DELAC meeting attendance for parents.

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



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

**PARENT, COMMUNITY, AND STUDENT ENGAGEMENT**

All sections are required.

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

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

The parent participation rate on the 2019 School Experience Survey was 32%, and increase of 21% from the previous year. The participation rate for students was 55% a 3% increase in 2019. The average district participation rate in 2019 was 31% participation rate for parents and 95% participation rate for students. In 2016, the parent participation rate on the schools report card was 16%. Previously the goal aimed at increasing parent participation and involvement in parent events, meetings, and online platforms for accessibility (Open House, Parent Conferences, Coffee with the Principal, and use of Schoology). Parent participation rate as measured by parent submission of the SES from 11% to 28% in December 2019

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

N/A

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

Bilingual Parent Schoology training workshops were offered 4-6 times through out the year after school and during the weekends to training parents the usability features of accessing students academic progress in real time. Parents signed-up for parent portal- a program with in the LAUSD that allows parents to access their child's information they are able to view attendance, grades and update their personal information online. ERHS has the highest number of parents in our Local District who have enrolled in LAUSD Parent Portal. Using Parent Portalt gives parents access to Schoology, an online learning management system that all teachers are using to do their grades, post work online such as agendas, homework and materials used in the classroom. Students are also able to submit their work online using Schoology, access multimedia assignments, and see their assignments and grades live.

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

N/A

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

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

By June 2021, review data from quarterly surveys on Schoology regarding current methods of school-home communication and analyze data to increase parent participation as measured by increasing parent submission of the School Experience Survey from 33% to 40%. Increase the student participation rate from 55% to 70% on the SES,

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Use the Parent/Community Representative to serve as the parents' primary source of school data to support the evaluation of intervention services, increase communication regarding accessing the core curriculum and ensure compliant Title I-Categorical programs such as monthly reporting on student progress to School Site Council. Also work as a neighborhood resource advisor to parents of ELs & at-risk students, staff and the principal, and work in the parent center to assist parents of ELs in locating resources.	08/17/2020 06/10/2021	Collect reflection data and review A-G on-track data from various dashboards. Monitor parent attendance data. Archive resources on social media platforms and websites. Principal, Assistant Principals, Parent Representative, and EL Designee.
World Fit for Kids program to offer after-school tutoring, intervention support, classes in photography, weight training, martial arts, dance, driver's education, and other classes to promote healthy behaviors. Students participate in recreational activities include physical fitness, sports leagues, and tournaments with after school programs. All student receive free nutritious meal during program hours.	08/17/2020 06/10/2021	World Fit for Kids sign in and attendance logs. Monitor student enrollment rate and tutoring logs in WFFK. Increase matriculation and improvement in academic progress during each 5 week interval (5, 10, 15, 20 wk). Principal, Assistant Principal, Counselor, Intervention Coordinator, & Middle Schools Coach.
Strategies to support Parent Survey Participation: <ul style="list-style-type: none"> <li>• Call parents prior to distribution of surveys</li> <li>• Provide student incentives for return of surveys</li> <li>• Provide Community Representative support for completion of surveys</li> <li>• Increase positive interactions with teachers and school community through events, seminars and parent/student activity nights</li> <li>• Support parent needs from phone calls and conference requests for teachers, counselors, and administrators</li> <li>• Increase parent information for special school programs such as Parent Center workshops</li> <li>• Place School Experience Survey online link on Schoology and School Website</li> </ul>	08/17/2020 06/10/2021 New	Survey submission of all stakeholders will be analyzed ongoing weekly basis one month before submission, data will be shared with stakeholders, use connect ed for reminders by admin and community rep.
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: <ul style="list-style-type: none"> <li>• Welcoming environment and opportunities to participate</li> <li>• Families and teachers - special events for students and building community</li> <li>• Support bilingual conversations between parents and teachers through Parent Representatives</li> <li>• Increase opportunities for parents in campus events, workshops, and professional development</li> <li>• Develop parent center programs to engage parents during the school day and after school</li> <li>• Monthly parent meetings with the principal Coffee with the Principal</li> <li>• Increase number of SSPTs with parents to support student needs.</li> </ul>	08/17/2020 06/10/2021 New	Parent Communication Logs, Participation and Attendance for workshops, Focus Groups, Parent Surveys, Monthly communication meeting with Principal.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	27785 - COMMUNITY REP C (3 Hrs / 5 Days)	30454709	N/A	27785	3,652	1.00	35

Parent And Community

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Purchase materials for trainings, such as an LCD projector and laptop to support Parent Support Staff(e.g., Title I and EL Designees) provides the following updates on a monthly basis at School Site Council and Advisory Committees through: • School Website Announcement/Advertisement Coffee with the Principal • Connect Ed Messages • Letters/ Flyers • Parent Calendar/School Calendar • Daily Bulletin • Marquee Posting • Personalized Tear-off and Return Letters/Phone Calls Training Opportunities: • Review/Revise the School-Parent Compact • Review/Revise the Parent Involvement Policy • Annual Title One Meeting • English Language Development (ELD) standards and portfolios Parent Training • Long Term English Learner (LTEL) and Reclassification Informational Meetings • A-G Requirement Workshop • College & Career Fair • IB Steering Committee and IB related trainings •Special Education Advisory Council Eagle Rock Magnet Advisory Council Mid-year attendance check in meeting with PSA.	08/17/2020 06/10/2021	Community Rep will help organize parent workshops, communicate with parents via school website, telephone and e-mail. Principal, Assistant Principal, TSP Coordinator and Title I coordinator

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	27785 - COMMUNITY REP C (3 Hrs / 5 Days)	30454709	N/A	27785	6,783	1.00	65

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

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

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

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

According to the CA Dashboard 12.4% students were chronically absent in 2019. The school increased the chronic attendance rate by 4.8%% compared to 2018. ERHS is in the red range for chronic absenteeism overall. Students with Disabilities chronic absenteeism increased 5.8% from 21.4% to 27.3% chronically absent and remained on the red placement. Socioeconomically disadvantaged students chronic absences increased by 4.3% to 14.5% chronically absent and moved from orange to red. The suspension rate of African American subgroup declined by 4.3% to 0% suspended and moved from orange to blue. The suspension rate in 2019 0.1% suspended at least once and maintained decline of 0.1 from 0.3% in 2018 and 0.2% in 2017. One subgroup, African American is on the blue who was previously in the orange in 2018.

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

Students in need of academic support at times suffer from anxiety and other social emotional impairments. Students in need of social emotional intervention or supports may not have been referred to SSPT. Students with disabilities may have absences due to extended medical stays and outside agency services or treatment that require students attendance to be adversely affected

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

Part-time Pupil Services Attendance (PSA) counselor identifies students who are at risk of dropping out of school and follows up on referrals for home-related issues having a negative impact on school attendance. Title I funds provide students with supplemental counseling, attendance support, and psychological services. The PSA tracks attendance to meet and maintain advanced and proficient targets. ERHS consistently have 96% attendance for grades 7-12 and are recognized as one of the highest attendance rates in the district. The middle school attendance is higher than the high school attendance. We have begun to have our seniors and juniors sign an attendance contract in order to participate in extra-curricular activities such and Prom and Junior Dinner Dance to ensure improvement in our high school attendance. year our seniors had too many absences and tardies.In 2016 there were 12 suspensions, 2015, 2 suspensions, and 2011-2012 160 suspensions. The data is also analyzed by referral reason. Data is used to plan the Dean Talks for second semester where it is targeted by grade level and their areas of need.

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

N/A

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

N/A

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

By the end of June 2021, there will be a 0.5% decrease of chronic absenteeism among our Students with Disabilities according to the CA Dashboard, moving from 27.3% to 26.8%, and move from red to orange by expanding and monitoring restorative practices to support socio-emotional well-being of students and improve school climate.

By the end of June 2021, there will be a 0.5% decrease of chronic absenteeism among our Hispanic subgroup according to the CA Dashboard, moving from 16.1% to 15.6%, and move from red to orange by expanding and monitoring restorative practices to support socio-emotional well-being of students and improve school climate.

By the end of June 2021, there will be a 0.5% decrease of chronic absenteeism among our socioeconomically disadvantaged students according to the CA Dashboard, moving from 14.5% to 14.0%, and move from red to orange by expanding and monitoring restorative practices to support socio-emotional well-being of students and improve school climate.

By the end of June 2021, there will be a 0.5% decrease of chronic absenteeism among our Filipino subgroup students according to the CA Dashboard, moving from 7.1% to 6.6%, and move from orange to yellow by expanding and monitoring restorative practices to support socio-emotional well-being of students and improve school climate.

By the end of June 2021, there will be a 0.5% decrease of chronic absenteeism among our white subgroup students according to the CA Dashboard, moving from 11.9% to 11.4%, and move from orange to yellow by expanding and monitoring restorative practices to support socio-emotional well-being of students and improve school climate.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Use the Pupil Services &amp; Attendance Counselor, Clerical Staff, and administrator to 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:</p> <ul style="list-style-type: none"> <li>• Monitoring Student Attendance and disseminating it in a timely fashion to relevant stakeholders</li> <li>• Implementing attendance motivating and incentive programs</li> <li>• Facilitate SART &amp; SARB teams to provide interventions for student s with chronic absences including informational meetings</li> <li>• Facilitate Positive Behavior Support Team</li> <li>• Develop and monitor student attendance plans of Long Term English Learners (LTELs), newcomers and ELS with disabilities</li> </ul> <p>Use the Attendance Office Administrator/ Designee to ensure that all staff follow the school wide attendance plan:</p> <ul style="list-style-type: none"> <li>• Establish protocols for student attendance to avoid erroneous absence records in MISIS</li> <li>-Monitor SART data</li> </ul> <p>A part-time Pupil Services Attendance (PSA) counselor identifies students who are at risk of dropping out of school and follows up on referrals for home-related issues having a negative impact on school attendance. Title I funds provide students with supplemental counseling, attendance support, and psychological services. The PSA tracks attendance to meet and maintain advanced and proficient targets. ERHS consistently have 96% attendance for grades 7-12 and are is recognized as one of the highest attendance rates in the district. The middle school attendance is higher than the high school attendance. We have begun to have our seniors and juniors sign an attendance contract in order to participate in extra-curricular activities such and Prom and Junior Dinner Dance to ensure improvement in our high school attendance. The data is also analyzed by referral reason. Data is used to plan the Dean Talks for second semester where it is targeted by grade level and their areas of need.</p>	<p>08/17/2020 06/10/2021</p>	<p>The attendance team will do quarterly progress monitoring of attendance using My Data and MISIS. The effectiveness will be based on District attendance goals. Key findings to be presented to SSC.</p> <p>Attendance team consists of the Pupil Services &amp; Attendance Counselor, Clerical Staff, and administrator.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 1 Day)	N/A	N/A	12103	25,189		100

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

Strategies
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Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
PSW promotes 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 psycho-education on topics that include mental health, trauma awareness, social skills, conflict mediation, grief, drug prevention, and other social emotional issues that impact learning.	08/17/2020 06/10/2021	SSPT referrals and meetings by team of PSW, counselor, academic teacher, school psychologist, and intervention coordinator. Criteria for referral of early identification of at risk students by PSW, counselor, and Intervention coordinator.

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 / 1 Day)	N/A	N/A	13114	25,189		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parents signed-up for Parent Portal- a program with in the LAUSD that allows parents to access their child's information they are able to view attendance, grades and update their personal information online. Our school has the highest number of parents in our Local District who have enrolled in LAUSD Parent Portal. Parent Workshops will include Parent Portal workshops in Spanish and English, SBAC ELA and Math Claims, A-G Graduation Requirements, Financial Aide Workshops, School Experience Survey Workshops	08/17/2020 06/17/2021	Schoology parent access analytics, school wide attendance rate, and for subgroups. Administrators and Technology Coordinator,

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



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

### RESOURCE INEQUITIES REVIEW

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

1. What actionable inequities were identified by the school?

According to the SBAC and California Dashboard subgroup data, our Students with Disabilities and English Learners are the lowest performing groups and require additional support to improve our distance from the standard in ELA and mathematics. SPED population scored 94.6 points below standard on ELA and 143.7 below standard in mathematics. EL students scored 67.7 below standard in ELA and 138.4 below standard in mathematics. A Bilingual Teachers Assistant has been funded to provide primary language support for English Learners, reinforces instruction in small group settings & provides instructional support for at-risk students under the direct supervision of a highly qualified teacher with differentiated instruction to the 4 ELD levels 1-4. ELD levels are cohorted in 3 to 4 ELD courses due to the small EL population of range of 85-100 in past three years, require differentiated instruction to address English Language proficiency support, grade level English language cohorts. Grade Level ELD Professional Development training for ELD grade specific teachers. Teaching Asst to provide small group settings for differentiated instruction & provides instructional support for at-risk students under the direct supervision of a highly qualified teacher;

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

Inequities within at risk subgroups including EL, SWD, lower socioeconomic level have historically have the highest percentage scoring below standards in ELA and mathematics. On the CA Dashboard only 12.8% of EL are college or career ready and 14.6% of SPED are college and career ready. The inequities that are priorities is to provide effective, standard based, student centered instruction for students to access core curriculum and meet grade level core content standards.

3. How will the school address these inequities?

Intervention programs to target at risk students to increase proficiency in core classes and increase the number of passing grades of "C" or better. Middle School College & Career Coach 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. Core subject teachers will teach courses and tutor students who require the additional academic support. The intervention coordinator will use data to identify areas and implementation of multi tiered instruction to identify tier 2 and tier 3 interventions. Current EL population consists of 35% SPED students and 70% students are Long Term English Learners. Professional Development of High Impact Practices will provided for teachers.

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

N/A

EVIDENCE-BASED INTERVENTIONS

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

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

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

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

<input checked="" type="checkbox"/> English Language Arts (3-8,11)
<input checked="" type="checkbox"/> Mathematics (3-8,11)
<input checked="" type="checkbox"/> English Learner Progress (1-12)
<input 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 checked="" 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.

**Mozi-**

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

**Mozi - Online writing tool for ELA and History, and Design courses. Paragraph structure, format, revision online program provides immediate feedback for students. 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.

**The dashboard shows all students scored 15.3 points above the standard on the ELA SBA, a decline of 3.9 points from the previous year. By the end of June 2021, our students with disabilities will increase 3 points on the CA Dashboard from 94.6 points below standard to 91.6 points below standard, and move from red to orange. By the end of June 2021, our English language students will ncrease 3 points on the CA Dashboard from 67.7 points below standard to 64.7 points below standard, and move from orange to yellow. By the end of June 2021, our Hispanic increase 3 points on the CA Dashboard from 9.9 points below standard to 6.9 points below standard, and move from orange to yellow. By the end of June 2021, our socioeconomically disadvantaged subgroup of students increase 3 points on the CA Dashboard from 8.8 points below standard to 5.8 below standard, and move from orange to yellow. ELPAC Overall Scores of 4 in more than 7%. ELPAC Reading Scores 3 or better 30%, Reading Inventory and Read Theory Lexile grade level reading.**

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

**N/A**

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

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

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

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

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

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

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:**

The Community of Schools Administrator (COSA) will conduct regularly scheduled school visits and will monitor the following:

- School Leadership Framework - Standard 2c: Manages performance of all instructional staff through evaluation that uses the LAUSD Teaching and Learning Framework, and Standard 3A: Differentiates professional development opportunities to ensure growth for all staff.
- School determined strategies will be aligned to the Local District Central Key Strategies as follows: 1. Establish a system of observable data collection; 2. Provide regular actionable feedback (principal to teacher; teacher to student); 3. Deepen understanding of student work by implementing research based protocols for analysis. (TLF 1a2, 1e4, 3d3-4, and 5b1-2). Ensure that transfer of learning is happening in the classrooms.

The COSA will provide on-going individual coaching to principal; build collaborative capacity of staff at all level utilizing a triple track agenda, and offer tiered support as needed, provide District support staff as needed, review formative/summative assessment data, and monitor school foci as well as Local District and District instructional initiatives are being implemented.

### 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 Profncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	0.00 855	0.00 0	0.00 0	0.00 0	0.00 0	0.00 855
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 5,776	0.00 0	0.00 0	0.00 0	0.00 0	0.00 5,776
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 19,365	0.00 0	0.00 0	0.00 0	0.00 0	1.00 19,365
110142 110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 112,044	0.00 0	0.00 0	0.00 0	0.00 0	1.00 112,044
12103 12103 - ITIN COUNS PSA C (8 Hrs / 1 Day)	<input type="checkbox"/>	0.00 25,189	0.00 0	0.00 0	0.00 0	0.00 0	0.00 25,189
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 1 Day)	<input type="checkbox"/>	0.00 25,189	0.00 0	0.00 0	0.00 0	0.00 0	0.00 25,189
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	2.00 232,348	0.00 0	0.00 0	0.00 0	0.00 0	2.00 232,348
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	2.00 232,348	0.00 0	0.00 0	0.00 0	0.00 0	2.00 232,348
14188 14188 - MS COL & CAREER COACH (3 Hrs / 5 Days)	<input type="checkbox"/>	0.00 0	1.00 69,682	0.00 0	0.00 0	0.00 0	1.00 69,682
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	0.00 0	0.00 761	0.00 0	0.00 0	0.00 0	0.00 761
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00 847	0.00 0	0.00 0	0.00 0	0.00 0	0.00 847
27785 27785 - COMMUNITY REP C (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00 3,652	0.00 0	1.00 6,783	0.00 0	0.00 0	2.00 10,435

30165	<input type="checkbox"/>	0.00	0	0.00	-7,024	0.00	0	0.00	0	0.00	0	0.00	-7,024
30165 - HEALTH WELFARE CERT													
30166	<input type="checkbox"/>	0.00	0	0.00	-2,421	0.00	0	0.00	0	0.00	0	0.00	-2,421
30166 - RETIREE BNFTS CERT													
40269	<input type="checkbox"/>	0.00	317	0.00	0	0.00	3,422	0.00	0	0.00	0	0.00	3,739
40269 - SUPPLMTL INSTRL MAT													
40239	<input type="checkbox"/>	0.00	30,542	0.00	0	0.00	316	0.00	0	0.00	0	0.00	30,858
POTENTIAL FNDING VAR													
40261	<input type="checkbox"/>	0.00	69	0.00	15	0.00	0	0.00	0	0.00	0	0.00	84
PENDING DISTRIBUTION													
<b>Total</b>		7.00	<b>688,541</b>	1.00	<b>61,013</b>	1.00	<b>10,521</b>	0.00	<b>0</b>	0.00	<b>0</b>	9.00	<b>760,075</b>

## 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**