

Los Angeles Unified School District
Single Plan for Student Achievement

2018-2019

Implementation

CASTRO MS (1804501)



Superintendent
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Board Members

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SCHOOL IDENTIFICATION

School Name: CASTRO MS (1804501)

Local District: C

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

For additional information on our school programs contact the following:

Principal: MITCHELL, ERICK C

E-mail address: ecm1210@lausd.net

SPSA Designee: RAMOS, ANA

Position: ADVSR, CTEGORCL PGM

E-mail address: acc2029@lausd.net

School Address: 1575 W 2ND ST, LOS ANGELES, CA 90026

School Telephone Number: 2132414416

Approved by Federal and State Education Programs with authority as delegated by the Board

I have reviewed the Single Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

GEORGIA LAZO



06/21/2018

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

Please sign here

Please print this page and sign.

SPSA Review Tracker

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

Local District Superintendent or designee	GEORGIA LAZO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	06/21/2018 <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	04/17/2018 <i>Signed Date</i>
Local District PACE Administrator	ISMAEL BERVER <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	04/04/2018 <i>Signed Date</i>
Local District Title I Coordinator	OSCAR SALAS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	05/18/2018 <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 *Single 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	Signature
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/13/2018	Mayra Gonzalez	Please sign here

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

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

03/20/2018

School plan approval appears in SSC Minutes.

Date

Attested:

Katherine Hernandez

Typed name of SSC chairperson



E-Signature of
SSC chairperson

03/20/2018

Date

Please sign here

MITCHELL, ERICK C

Typed name of school principal



E-Signature of
School principal

03/20/2018

Date

Please sign here

Please print this page and sign.

2018-2019 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:

<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$ <u>207,390</u>
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$ <u>58,659</u>
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$ <u>3,410</u>
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$ <u>0</u>
Total amount of categorical funds allocated to this school: \$ <u>269,459</u>	

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.)

Sal Castro Middle School is headed toward a STEAM curricular school. We strive to enhance instructional practices, including AVID strategies, to ensure quality education to all of our students. Castro students will have a strong sense of responsibility, respect, confidence, and be able to set clear goals and achieve them. Our students will be engaged learners who are honest, sensitive, and give back to their community. Our students will leave Castro knowing of the A-G Requirements needed for high school graduation, and apply the 21st Century skills to be college and career ready.

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?)

Sal Castro Middle School is committed to fostering a safe, collaborative, and nurturing learning environment where students participate in a rigorous and relevant curriculum that promotes reflection. Within this environment, students will demonstrate grade level knowledge in reading, writing, math, and critical thinking, enabling them to succeed in high school and beyond, using the 21st Century skills learned and applied in all content areas, including collaboration, critical thinking, technology literacy, and productivity. Culminating Castro students will understand that hard work can help them achieve success.

School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>Sal Castro Middle School serves about 345 students in grades 6-8. It is located in one of Los Angeles densely populated areas. It is a center of hope for children of families that are hard-working and look for a high quality education. According to the 2010 census, the demographics of Castro’s residence areas falls into a category with the highest percentage of immigrants, non-citizens, low-income families, English learners, and persons without high school diplomas. Because the area is a “first-stop” for many immigrants to the United States, with over 50% of the students from other countries and the other 50% born to immigrant parents, the transiency rate is high.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Middle school, grades 6-8.</p>
<p>3. Indicate student enrollment figures:</p>
<p>345 students</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>Title I ranking (18-19): 92.96%</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>

Racial/ethnic make-up of Castro's student body:

African American 2.3%

Asian 1.7%

Filipino 1.1%

Latino 92.6%

White 2.1%

Languages spoken at Castro (other than English) by student body:

Spanish, Arabic, Tagalog/Filipino, Quiche (Spanish Dialect), Khmer, Cambodian, Korean, Thai

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

The majority of our parent population understands Spanish, therefore, any flier, newsletter and any form of communication is given in English and Spanish. For our parents that speak something other than Spanish, we communicate through Google Translate, so we invite parents to come in on a more personal note. Any and all communication of academic assessment results will be given to parents in multiple ways, but is not limited to: workshops, individual conference, and school's website. There is always an explanation that goes along with any results given for any particular assessment. The format in which it is given (oral or in writing) will depend on how the results are shared to the parent/guardian.

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
- Reed
- Professional Learning Community (PLC)
- Small Learning Community (SLC)

Other important characteristics of the school:

AVID certified (June 2016, December 2017); working towards being an AVID model middle school
 Electives include Robotics, Art, Leadership, and AVID
 Kagan Cooperative Learning trained staff
 STEAM geared curriculum
 Execute an attendance campaign to maintain high attendance rates by both students and staff

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 research-based strategies)? *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> English Learner Advisory Committee	Analyzed comparative data regarding school attendance as a whole and specific to ELs; analyzed results of attendance intervention Examined the impact of the previous year’s SPSA; analyzed goals and if they were met, specifically for the English Learner Programs and the Culture and Climate sections; inspected possibilities as to why goals were met and/or not met and recommended strategies to include in the 18-19 SPSA . Discussed strategies to be continued and/or added in the English Learner Programs and the Culture and Climate sections of the SPSA. In addition, ELAC discussed how they can benefit the EL population. Discussed how to improve communication between parents and school Discussed budget items to be included in the 18-19 SPSA and made those recommendations to SSC	03/13/2018, 01/16/2018, 02/27/2018, 12/12/2017

<input checked="" type="checkbox"/> School Site Council	<p>Discussed all recommendations by ELAC. Recommendations include topics of Attendance, Comprehensive Needs, the SPSA (16-17 & 17-18), and the Language Census. Overview of EL attendance data to help with assurance of reaching district attendance goal for all students Analyzed data regarding the Comprehensive needs of the school - student grades, curriculum mapping and other Title I programs. Examined the current (17-18) SPSA and ELAC's recommendations for strategies mentioned specifically in the English Learner Program and Culture and Climate sections. Reviewed the Language Census and incorporated strategies to address language needs for our student population. Reviewed allowable budget items to include in the 18-19 SPSA. Reviewed and updated the school's Parent & Family Engagement Policy along with the School-Parent Compact for Student Achievement (17-18). In addition, SSC evaluated and revised the Parent and Family Engagement Policy and the school-parent compact.</p>	<p>10/27/2017, 03/20/2018, 12/08/2017, 01/26/2018, 02/22/2018</p>
<input checked="" type="checkbox"/> Departments	<p>Use of curriculum guides to plan and pace instruction in content areas; getting ready for the Interim Assessment Block (IAB); used Teacher Release Time so teachers could analyze IAB results and design instruction guide for their students Professional development on questioning techniques, levels of questioning, and common core state standards, with emphasis on ELD standards (unpacking them to be able to write Language objectives) Inclusion of language objectives in integrated ELD instruction Review of SDAIE strategies to be included in good first instruction for increased success and understanding from students Analysis of SBAC student scores (school data) in ELA and Math and how to implement cooperative learning to improve instruction in all content areas and for all subgroups of students. (foster youth, EL, Special Ed, Socio-Economically disadvantaged) Analysis and improving learning objectives and language objectives for ELD Review and update strategies to involve parents by reviewing all sections of the Parent and Family Engagement Policy and the School-Parent Compact Development of lessons that include technology and Schoology</p>	<p>10/03/2017, 01/24/2018, 11/07/2017, 02/07/2018, 12/05/2017, 03/07/2018, 12/12/2017</p>

**Los Angeles Unified School District
2018-2019 Single Plan for Student Achievement**

ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<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 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 school's graduation rate based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

78.8% of the enrolled 8th graders met the culmination requirements. Observations on student behavior and motivation to culminate based on criteria to culminate MS: Students are eager to culminate; the majority of students work diligently to earn high grades in the beginning of each semester, helping their grade throughout the semester. Around the 12th week of school, attendance may become an issue for some students, thereby hindering their grades, which are criteria for culmination. Based on the School Experience survey, 71% of students felt they had academic support from teachers and school staff. Because we only have one counselor for all of our students, it is difficult to know them on a personal level; however, all out of class staff (non-roster carrying) tries to learn all students' names and get to know them. Based on the SBAC results, 19% of our students met or exceeded ELA standards and 11% met or exceeded Math standards. We had a slight increase in ELA and a slight decrease in Math.

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

Our students need to improve in both ELA and Math. The majority of students that needed more support did not take advantage of after school tutoring or intervention. Teachers will need release time to unpack content and ELD standards to plan units of study. In addition, we need to do a better job in identifying students that can benefit from the after school tutoring program.

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

Goal: By June 2018, 90% of 8th graders will understand Individual Graduation Plan (IGP) and use it to support their decisions for culminating middle school. Met goal; according to the 16-17 School Experience Survey, 64% of our students know the A-G courses that is needed to get into college. In addition, 79% of our students feel that most adults at Castro MS expect for them to go to college. The message of going being College-bound and career ready is communicated to students.

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 2018-19 *Required if this Goal is addressed.

1. By June 2019, 70% of the students will pass their ELA class with a C or better, an increase of 13%, from 62% to 70% .

2. By June 2019, 75% of students will pass their respective math class with a C or better, an increase of 10%, from 68% to 75%.

*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			
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 : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Curricular Trips will be provided to students in order to extend the curriculum for core content areas beyond the classroom. Trips will be aligned to the CCSS standards and will allow for teachers to plan for interdisciplinary projects for all grade levels. In addition, the curricular trips will allow students to have learning experiences outside of the classroom. The trips will be to the following destinations:</p> <p>Content Area and number of Buses: Science (Estimated 6 buses)</p> <p>Destination: CA Science Center, the Discovery Cube (LA & Orange County), Cabrillo Marine Aquarium, Leo Carrillo State Park, and Catalina Island Marine Institute</p> <p>Lesson Description and or Related Projects: While students learn about habitats (tide pools) and the effects of human interactions with the environment, students will be given the opportunity to experience a low tide and observe animals in their habitat. They will also fill out an informational worksheet so that when they return from the field trip, students will make an informational brochure about the tide pools that will include their experience and new knowledge gained from the experience. By attending the Catalina Island Marine Institute, students will receive hands on experience in dissecting animals and learn how humans have impacted the sea habitat and other habitats nearby.</p> <p>Content Area and # buses: Math (Estimated 2 buses)</p> <p>Destination:</p>	<p>09/03/2018 05/31/2019 New</p>	<p>To measure the effectiveness of going to curricular trips, the CPA, coach and teachers will analyze the evaluation forms for each trip.</p>

<p>JPL, Sky Space</p> <p>Lesson Description and or Related Projects: As students learn about mathematical concepts and applying them to real life problems, students will be given the opportunity to get an overview of the Lab's activities and accomplishments, including the Flight Operation Facility and the spacecraft assembly facility. They will also see any replicas of their projects and get to talk to mathematicians and different engineers and their role in those projects. Upon returning from JPL While at Sky Space, students will learn how geometry, coding and engineering go hand in hand in the math field.</p> <p>Content Area and # buses: English (estimated 4 buses)</p> <p>Destination: Local colleges, UCs, and Cal State Universities</p> <p>Lesson description and/ or related projects: Students will take a guided tour of the campus where they will learn of the different departments and majors available. In addition to learning of acceptance into college/university, they will learn about campus life, athletics and how to make the best of college by getting involved. They may see a demo from a specific department or have an overall focus of the college visit. Upon returning from the field trip the students may write a descriptive summary of the trip and/or essay about connecting to the college/university or personal goal setting on making it to that college/university.</p> <p>Content area and # buses: History (estimated 2 buses)</p> <p>Natural History Museum and USS Iowa.</p> <p>Lesson description and/ or related projects: Students will explore exhibits pertaining to the material being covered in their history class. While attending the museum, students will do a scavenger hunt to fully engage in the trip and learn new things and/or experience by asking one of the museum's guides about the exhibit. Students will conclude the field trip experience by completing a creative writing assignment and/or a reflective writing piece about an exhibit visited.</p>		
<p>By having a Middle School College and Career coach, Castro MS will continue to strive improving student academic achievement. The college and career coach will provide demonstration lessons that involve the direct instruction on ELA classes. Additionally, the coach will provide professional development to school staff on intervention strategies, accessing technological resources accompanying the adopted ELA/ELD instructional material. As part of the professional development, the coach will train school staff on data to inform instruction and address the achievement gaps in an effort to enhance the learning and engage at-risk students. The will also provide constructive direct feedback to students throughout the learning cycle in order to ensure the student takes ownership in their learning and succeed with the academic rigor being provided.</p>	<p>07/02/2018 06/30/2019 New</p>	<p>To measure the effectiveness of having this position, admin will hold monthly meetings with the coach to discuss teacher and student progress.</p>
<p>Supplemental Instructional materials will be purchased so that teachers can provide at-risk students differentiated lessons by enhancing core content lessons. This will support at-risk students in reading expository texts, including biographical short stories, texts that require higher-order thinking, develop academic vocabulary and use graphic organizers to assist students the analysis and inference of the text. Materials to be provided: reading and writing strategies, differentiation strategies, guided reading, common core lessons and activities, and biography shorts.</p>	<p>07/02/2018 05/03/2019 New</p>	<p>The effectiveness will be measured by evaluating student engagement through classroom observations by admin, CPA and teachers.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	5,543		100
CE-ESSA-T1 C&C Coach(7T124)	1000	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-6,995	0.00	100
CE-ESSA-T1 C&C Coach(7T124)	1000	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,505	0.00	100
CE-ESSA-T1 C&C Coach(7T124)	1000	14188 - MS COL & CAREER COACH (3 Hrs / 5 Days)	30425359	N/A	14188	67,389	1.00	100
CE-ESSA-T1 C&C Coach(7T124)	1000	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	769	0.00	100

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

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to meet the goals of having 70% of the students will pass their ELA and 75% of students pass their math classes with a C or better, parents will be given multiple opportunities to engage in meaningful activities, workshops that encourage parent involvement in their students academics. Workshops will include reading a secondary report card, reclassification requirements and progress, and activities to boost literacy and math proficiency. Workshops and activities will be facilitated by the following people: A-G Counselor, academic counselor, CPA/TSP, College and Career Coach and Community Rep. Community Rep and CPA will calendar activities and workshops and communicate that information to parents via multiple ways, including phone calls, website, and hard copy of monthly calendar.	08/14/2018 06/07/2019 New	Admin will monitor activities and workshops. CPA and Community Rep will analyze parent evaluation after each activity and/or workshop to measure the effectiveness of the information presented.

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
2018-2019 Single 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"/>	CELDT
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input 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 student proficiency in English Language Arts based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

Nineteen percent of our students met or exceeded ELA standards as measured by the SBAC fro 16-17 school year. Forty-six percent of the students scored near or above for the Reading domain, 48% of the students scored near or above standards in the Writing Domain, 63% scored near or above standards in the Listening domain, and 63% scored near or above the standard in the Research/Inquiry domain. This data tells us that we are making progress in in assuring that students are taking advantage of the multiple opportunities being provided in instruction to excel in the ELA standards. Students still need to enhance their reading and writing skills. Castro is continuing to make it a point of interest to provide opportunities for students to engage in meaningful learning and participate in conversations about complex texts, allowing the students to improve overall. The majority of LEPs scored Below Standards in all domains. This is still a work in progress at Castro and has made it a point to include EL Strategies as one of the focus of Professional Development.

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

In 16-17, 19.5% of our students met or exceeded the standards in ELA as measured by SBAC; we were short 11%. Our students need to show improvement in reading and writing. Students should be working on their reading stamina as the reading excerpts in SBAC and other assessments are longer and more complex. Students are being instructed to annotate as they read, but need more practice so they can form their own opinions and support it with evidence from the text. Teachers need time to assess the data so they can plan accordingly and plan intervention or reteaching of the content missed. Students are not dedicated to reading daily, and based on teachers' assessments of reading comprehension of reading assignments, the majority of students are not comprehending what they read, or comprehending little of what they read.

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

Goal 16-17: By June 2017, 30% of our students will score Met or Exceed the standards on the SBAC. Only 19.5% of the students were able to meet this goal. Next steps: Castro plans on continuing to give release time for teachers to analyze IAB data, and to design units of study where students have ample opportunities to showcase their comprehension, read multiple types of texts, annotate readings, cite evidence, and produce work that they can present. Students will continue to be taught to annotate text, write from simple sentences to essays (both narrative and persuasive).

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 2018-19 *Required if this Goal is addressed.

1. By June 2019, 20% of students will meet or exceeds standards as measured by SBAC, an increase of 11%, from 18% to 20%.

*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
PD opportunities will be given prior to the school year, during, and beyond the regular school day so teachers can focus on strategies that will support the common core standards shifts and SBAC claims. Other PDs will include scaffolding strategies for ELs, adopted school wide strategies, scaffolding student engagement, and elicit critical thinking and discussion techniques that are needed by all sub-groups.	07/02/2018 06/07/2019 New	Admin, CPA, College and Career Coach, and teachers will conduct classroom observations to provide each other feedback on the implementation of strategies learned in PD. The effectiveness will be measured by the PD evaluations of the strategies mentioned and the peer feedback.
During Common Planning Time and Teacher Release Time, student data will be analyzed, grading practices will be calibrated so that there is consistency among content teachers. These meetings will be an opportunity to collaborate on unit and lesson designs, teaching strategies, use of SDAIE and KAGAN strategies and student work analysis. The meetings will be facilitated by admin, CPA, College and Career Coach, and Counselor to emphasize the shared responsibility of all teachers for the development of academic language, literacy and writing to build academic discourse, academic vocabulary, questioning techniques and writing skills. In order to implement the standards, teachers and staff will have access to PD that will help them in developing proficient students, including our ELs, Standard ELs, and student with disabilities. To deepen understanding and evoke critical thinking in ELA, Admin, CPA and College and Career Coach will develop PDs that will include strategies for the implementation of discussion techniques and collaborative learning, student engagement, and building engaging lessons. PDs will be held during the school day, and/or beyond the school day for grade level and departments. These will mainly focus on accountable talk, increasing academic discourse, cooperative learning, a variety of reading comprehension strategies, and culminating tasks. Admin, CPA, and College and Career Coach will conduct PDs to increase teachers' use of student data from IABs, writing samples, and culminating tasks to inform instruction so they may instruct Integrated ELD lessons.	07/02/2018 06/07/2019 New	Admin, Leadership team, PD Committee, CPA, College and Career Coach will monitor the agendas for those meetings, monitor student progress to determine effectiveness of Common Planning Time and Professional Development. From the School Experience Survey submitted from students and staff, we will determine if PDs provided in house were effective and useful for the professional growth of teachers. Teachers will evaluate teacher-made assessments, portfolios with presentations, and create formative and summative assessments.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	30339753	N/A	117360	67,389	1.00	100
CE-ESSA T1 Schools(7S046)	1000	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-6,995		100
CE-ESSA T1 Schools(7S046)	1000	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,505		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
Castro Middle School will provide a state-certified, register carrying teacher to maintain the average 6th grade class to 35 students. The teacher will teach either math/science or English/History core classes. The teacher will provide direct services for 100% of the work day.	07/01/2018 06/30/2019 New	To measure the effectiveness of this strategy, admin, counselor and 6th grade team will determine if average class sizes in fact stayed around 35 students. In addition, Admin, CPA and College and Career Coach will observe and provide feedback and share best practices to ensure a safe, least-restricting learning environment is built for the students to academically succeed.
Four days of Day-to-Day Substitute Benefited Absence will be purchased for the CSR teacher.	07/01/2018 06/30/2018 New	To measure the effectiveness, admin and SAA will monitor the absences taken.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13263 - CSR TCHR MS G6 1TK (6 Hrs / 5 Days)	30407197	N/A	13263	115,775	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	1,434		100
CE-ESSA T1 Schools(7S046)	1000	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30402139	N/A	107762	9,226	1.00	100

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

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

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parents will participate in classroom observations to build a comprehensive understanding of the literacy shifts so they can help their children at home. These visits/observations will be held at least twice a semester during the school day in all grade levels and all content areas, including PE and electives. The CPA, and Community Rep will conduct parent workshops that will address the literacy shifts, common core state standards, transitions between elementary to middle school and middle school to high school, and graduation/culmination requirements.	08/13/2018 05/24/2019 New	To measure the effectiveness of the workshops, evaluations of the workshops will be evaluated by Admin, CPA, and community Rep.
Parents will develop a comprehensive understanding of the LAUSD graduation requirements by having knowledge of the IGP through attending parent workshops to be facilitated by the CPA, counselors and community rep. In addition, the workshops will provide specific strategies to support their children's academic progress towards culmination and graduation. Other workshops will include Road to College 101, Home and school: Connection and Collaboration, Getting the most of the parent-teacher conference, Motivating your child to read and learn, and How to encourage your child to start thinking about college at an early age. The aforementioned workshops will be provided by PEBSAF.	08/13/2018 05/24/2019 New	CPA, Counselors and community Rep will analyze workshop evaluations and the school experience survey results to assess the effectiveness of the workshops.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt	1000	21720 - COMMUNITY REP.	N/A	N/A	21720	2,765		100
CE-ESSA T1 Sch-Parent Invlmnt	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	508	0.00	100

**Los Angeles Unified School District
2018-2019 Single 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"/>	CELDT
<input type="checkbox"/>	School Report Card
<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 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 student proficiency in Mathematics based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

In Math, 11% of our students met or exceeded the standards as measured by the SBAC, well below our goal. About 74% of our students were below standards in the mathematical claim Concepts and Procedures, 65% were below standards in the mathematical claim Problem Solving and Solving & Data Analysis, and 55% of our students were below standards in the mathematical claim Communicating Reasoning. This data tells us that ALEKS needs to be an integral part of the instructional program in the math department as it helps students with their foundational skills in order to have access to the grade level material they are learning in class. In addition, early intervention will help the majority of students in the Concepts and Procedures claim. As student improve thier foundational skills, their math self-esteem seems to get better as well and act more confidently in math class.

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

Students lack the elementary mathematical concepts and procedures and therefore teachers will address this need in the beginning of the year so as to plan accordingly. Teachers will do a pre-assessment of sorts to identify the areas of need, including multiplication family facts, division family facts, understanding the place value system, operations with decimals, and operations with fractions. Teachers will make an in-house pre-assessment for all grade levels to use to evaluate the students' elementary skills. In addition, the school will provide an ALEKS account to all students so that they can strengthen their foundational skills and move into higher level "pies" throughout the year. Since our students need to build on their foundational math skills, they will be better at problem solving and knowing how to attack a word problem. With their new found confidence they will have multiple opportunities to communicate their reasoning, not only to a small group, but also the entire class.

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

Goal #1: By June 2017, 90% of students will pass their math class with a C or better. Only 68% of students were able to achieve this goal.
Next steps:

Goal #2: By June 2017, 30% of students will pass the SBAC with met or exceeds standards in SBAC. Only 11% of students were able to meet this goal.
Next steps:

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 2018-19 *Required if this Goal is addressed.

1. By June 2019, 15% of students will meet or exceed the standards as measured by SBAC, an increase of 36%, from 11% to 15%.

*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

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

Focus Area: Effective Classroom Instruction *Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will deliver engaging math lessons to keep students interested and develop their critical thinking skills. Collaborative learning strategies will be included in the lessons to assist students with their ability to communicate their mathematical reasoning, not only to the teacher, but to their peers in small group instruction and whole group by form of presentations. In addition, teachers will incorporate SDAIE strategies to support English Language development during Integrated ELD in math class.	08/14/2018 06/07/2019 New	Admin and members of the leadership team along with the PD committee will conduct peer classroom observations to ensure collaborative learning strategies are being implemented in the math classes. To measure the effectiveness of implemented strategies math teachers will review the peer observation notes to evaluate which strategies are more conducive to learning in math classes (which strategies lend themselves better in math classes).
Teacher Assistants will provide assistance during math classes so that students have access to the grade level content. They will be supervised by the certificated teacher and will work either in small groups or one-on-one with the students.	08/14/2018 06/13/2019 New	Admin, CPA and math teachers will ensure TAs work with small group or individually with at risk students. To measure the effectiveness of having a TA in math class, a student survey will be conducted at the end of each semester and admin and CPA will assess those student surveys.
Teachers will plan and include curricular trips to JPL, the Science Center, and SkySpace.	 New	

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 (3 Hrs / 5 Days)	30413849	N/A	107762	9,226	1.00	100

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

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parents will develop a comprehensive understanding of the common core mathematical instructional shifts and the mathematical practices. They will also have a comprehensive understanding of the expectations of the mathematical skills that students should gain each grade level. They will have an opportunity to participate in a math evening event where at risk students and their families will get a chance to experience the mathematical instructional shifts (planned and executed at least once during the Spring semester with the help of City Year). Students will be able to showcase their mathematical skills acquired in math class as parents and families gain knowledge of the mathematical practices, instructional shifts, and common core math standards.	08/27/2018 05/31/2019 New	Admin will ensure that CPA, coach, counselors, community rep and math teachers conduct a math evening event at least once a year. The community rep and CPA are to analyze the parent evaluations of the math evening event and/or parent workshops to measure the effectiveness of the event and/or workshops.
Parents will develop their knowledge of the common core state standards - math by attending multiple workshops in a variety of topics so they can have a comprehensive understanding of the expectations of students in their math classes. Parent workshops facilitated by CPA, community rep, counselors, and/or PEBSAF will include Road to College 101, Home and School: connection and collaboration, Getting the most of the parent-teacher conference, Introduction to STEM: what parents should know, and Introduction to Common Core State Standards.	08/27/2018 05/31/2019 New	CPA, counselors, and community rep will measure the effectiveness of the workshops by analyzing the evaluations of the workshops. If workshop is facilitated by PEBSAF, community rep is to retain copies of evaluations to assess effectiveness as well.

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
2018-2019 Single Plan for Student Achievement**

**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated and Integrated 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"/> CELDT
<input type="checkbox"/> School Report Card
<input type="checkbox"/> MyData
<input checked="" type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input checked="" type="checkbox"/> CA Dashboard
<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A

1. List key findings related to English learners' proficiency in core curriculum based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

CELDT Annual Growth:
 54.3% of ELs progressed at least one level in CELDT 2016-17, an increase of 7% from the previous year.

CELDT Proficiency:
 29% of ELs attained English proficiency as measured by CELDT 2016-17, a 3% increase from the previous year, although not meeting our goal of 38%.

Reclassification:
 17% of ELs reclassified, an increase of almost 5% from the previous year. Targeted student intervention during the school day for 5 days helped with this increase in reclassification rate. Students felt more capable of passing the Reading Inventory and felt more confident in their ability to use context clues to help them answer inference type questions on the RI. Having multiple opportunities also allowed for student buy-in in their efforts to perform well on the RI and the CELDT. Conducting a lesson where students gain an understanding of the LTEL Goal Sheet also gave the students an opportunity to ask personal questions in regards to reclassification, its purpose and its importance.

Grade Level Skills:
 62.5% of English Learners are long term English learners, a decrease of 2.5%.
 71% of ELs (ELD 3 & 4, and LTELs) received a passing grade in their ELA class Spring 2017, this includes Special Education students that are also English Learners. This data tells us that ELs are making an effort to achieve this criteria for reclassification.
 87.6% of ELs received a passing grade in their ELD course in their Spring 2017, this includes Special Education students that are also English Learners. This data tells us that all ELs are making an effort to achieve this criteria for reclassification. From peer observations, all ELD teachers are using Language Objectives and have an oral and written component to their lessons so students can practice their communication skills in academic and social English.
 18.5 % of ELs scored Basic or higher in the Reading Inventory in the Spring 2017 window.

Other data:
 Students are voicing their interests more in their ELD class, allowing them to have a more active role in the material being delivered and instructed. In addition, students feel more apt in their content areas as teachers are making more of an effort to include collaborative strategies to engage ELs in Integrated ELD lessons. Teachers are thoughtfully and strategically using instructional activities where the students are producing oral language and actively listening to others speak with the academic language of that content. Based on peer observations, EL students are participating more then ever and are seeking more help when instruction is not understood. From the School Experience Survey, 24% of the parents who turned in the survey said they feel they receive information about their student becoming English Proficient. The staff, however, feels they know who their LTELs are and how to provide instruction to those who are not progressing toward reclassification. In addition, 94% of our staff feel they know how to determine progress towards reclassification for their EL students.

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

One of our areas of need is in meeting the reclassification rate. Some LTEL students lack the motivation to do well in the high stakes tests (CELDT and Reading Inventory). In addition, English Learners lack the grammar for writing complex sentences, paragraphs and multiple paragraph essays. They also have less tendencies to use academic language, but as a staff we are using common strategies to improve the learning environment so they feel more comfortable in using the warranted academic language. Scaffolds are necessary in all content areas for ELs to understand the concepts in math, and be able to produce high quality work. There is a need for better first instruction in ELA and History so that long term English Learners can have more practice in all domains addressed in CELDT and now ELPAC - listening, speaking, reading and writing.

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

We plan to maintain ELD 1 section by itself and ELD 2 section by itself as well. We will use the Inside the USA newcomer curriculum and Inside Phonics curriculum to assist the newcomer English Learner acquire the basics in English. In addition, Inside curriculum and supplemental instructional material will be used to foster gains in acquiring the English language. All teachers of English Learners will be trained in Kagan strategies for collaboration learning and EL Reading strategies to help the English learner gain comprehension in a variety of texts. Intervention will be limited to no more than 12 students at a time with a certificated teacher and/or a teacher assistant. Not only will intervention be done during the day, but it will also be provided after school and Saturday school. At least three times a semester the TSP adviser will provide professional development regarding Designated ELD instruction, including constructed conversation in integrated ELD classes, and how to write a language objective.

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 2018-19 *Required

1. By June 2019, 19% of English Learners will pass the Reading Inventory with a score of Basic or higher, a criteria for reclassification.
2. By June 2019, 22% of English Learners will reclassify.

*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
During professional development meetings, Castro staff will address English Learner scaffolding strategies and maintain them as part of the Professional Development plan and schedule them at least three times per semester.	08/15/2018 05/29/2019 New	To measure the effectiveness of this strategy and action, the professional development committee along with admin will assess the evaluations given by staff at each PD session.
Teachers of English Learners will use Teacher Release Time to plan instruction based on data, including but not limited to Lexile scores as measured by the Reading Inventory and CELDT/ELPAC, plan curricular trips as part of their instructional program, and have an opportunity to plan units that may be cross-curricular to address the building of motivation to read and thereby increase students' Lexile scores and levels. In addition, teachers will include curricular trips to local library branches (Echo Park, Central Library, Chinatown), Grammy Museum and MOCA (Museum of Contemporary Art) to increase the oral participation of ELs so they can engage in dialogue in order to express opinions, exchange ideas, and support their opinions about the artwork and or exhibit being visited.	08/15/2018 05/29/2019 New	To measure the effectiveness of this strategy and action, the professional development committee along with admin will assess the staff evaluations. In addition CPA, TSP, and College and Career coach will facilitate the teacher release time and provide feedback to the staff's units of study as well as their evaluations of the time spent in planning.
Teachers of English Learners will attend CABE (California Association for Bilingual Education) to learn of EL strategies. Teachers will then utilize any new information that will help English Learners improve their academic language and make connections between their native language and English. During teachers release days, teachers will design instruction to align curriculum to the ELD standards.	11/01/2018 04/30/2019 New	Admin, TSP and College and career coach will be notified by the teachers that attended CABE of their learning and calendar their presentation to the staff. Admin, TSP and College and Career Coach will monitor that teachers implement strategies learned in PD and/or at a conference in their lessons though observations and feedback. Admin, TSP and Coach will monitor student academic progress, English language development and implementation of created lessons. The effectiveness will be determined by exit tickets, and observations.
Admin, TSP, CPA, and College and Career Coach will conduct professional developments to increase teachers' use of student data from CELDT/ELPAC, the Reading Inventory, teacher-created common assessments and student writing samples to inform designated ELD instruction. During professional development, teachers will be able to plan lessons in which they will conduct designated ELD lessons that include activities for students to use constructive conversations so that students practice using academic language in structured opportunities.	08/13/2018 03/05/2019 New	To monitor the effectiveness of the teacher release days admin, leadership team, PD committee, CPA, and College and Career Coach will monitor the agendas, & monitor student academic progress. With the help of the School Experience Survey, submitted by students and faculty we will determine of PD provided in house were effective and useful for the professional growth of teachers. Teachers will evaluate teacher-made assessments, portfolios with a variety of student work, and create formative and summative assessments.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Teachers of English Learners will attend staff training regarding the ELD standards and unpacking them in order to design designated ELD lessons that will incorporate strategies that will develop academic vocabulary. Teachers of ELs will analyze student work, create rubrics to help students analyze their own work, discuss and plan lessons. Teachers, TSP, College and Career Coach, and Title III coach will create, fortify and reflect on lessons. They will participate in lesson studies to monitor the students' English language development progress. Teachers will meet by grade level, and departments to analyze the student work agreed upon, plan differentiated lessons to incorporate the instructional strategies learned through PD and other training, reflect and evaluate effectiveness of lessons delivered. The CPA/TSP and College and Career Coach will organize the PD sessions (1/2 time CPA differential)</p>	<p>08/13/2018 05/30/2019 New</p>	<p>Admin, TSP and College and Career Coach will monitor that teachers implement strategies learned in PD and/or at a conference in their lessons through observations and feedback. Admin, TSP and Coach will monitor student academic progress. English language development and implementation of created lessons. The effectiveness will be determined by exit tickets, and observations.</p>
<p>Teachers of English Learners will have class sets of reading books at various reading levels to entice and motivate students to read more often. These class sets will include reading books that are below grade level reading, at and above grade level reading. These books will also serve as part of the instructional program. Books will be purchased from Scholastic and Barnes and Noble as they have multiple books that are of high interest for the middle school age student.</p>	<p>08/13/2018 04/30/2019 New</p>	<p>By giving students a survey in regards to the books being read as part of the instructional program, the ELD teachers will assess the effectiveness of having below, above, and at grade level reading books accessible. They will determine if the motivation to read has increased. In addition, the CPA will discuss findings with the ELD teachers and report to admin.</p>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>If funding allows, have four (4) teacher assistants strategically placed in classes as needed by the EL students.</p>	<p>08/13/2018 06/07/2019 New</p>	<p>Admin, and CPA will oversee the TAs schedules. With the help of the Counselor and ELD teachers, English Learners' needs will be addressed by the help provided by the teacher assistants. To measure the effectiveness of the teacher assistants, good attendance will be a consideration. In addition, CPA will have updates given by the teacher assistants on the progress of the English Learners being helped.</p>
<p>Teachers will collaborate in creating lessons that incorporate SDAIE strategies, cooperative learning strategies, and other learning strategies to support English language development during designated ELD time. Teacher and TAs will support at-risk students in small group instruction and motivate progression in reading levels by applying reading strategies learned in professional development.</p>	<p>08/13/2018 06/07/2019 New</p>	<p>Admin, CPA, TSP, College and Career coach will monitor planning sessions and implementation of planed lessons and activities through observations and feedback. To determine the effectiveness, aforementioned personnel will analyze the notes taken during the observations.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To motivate students to stay on track to reclassify, there will be school wide recognition for students that reach reclassification. Forms of recognition will include but not limited to assemblies, student certificates, mention of students that reclassify in the Weekly and quarterly newsletter, etc.	08/14/2018 06/07/2019 New	To measure effectiveness of school wide recognition for students will be determined by CPA and counselor. They will determine if students feel celebrated for this achievement and informally survey students about how they feel and if any positive work habits transfer into other content classes.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Castro MS will obtain a Newsela school site license to access a variety of texts for all reading levels and be a part of the instructional program. With this license being school wide, all teachers will be able to use articles of the same content at different Lexile levels to give all students access to the content, and use this as differentiation for the at-risk English learners.	08/13/2018 06/30/2019 New	To measure the effectiveness of having and using the Newsela license a teacher survey will be conducted to determine the usage by teachers. Admin, CPA and College and Career coach will evaluate if this strategy was effective by assessing SBAC reading scores improve with SBAC Spring 2019.
As part of the Title I program, Castro MS will develop and execute a School Wide Reading Contest that includes rewards to motivate reading. In addition teachers will use a variety of assessments to determine the students' Lexile scores.	08/14/2018 05/31/2019 New	CPA and College and career coach will determine is the contest is effective by analyzing data in regards to the contest. Not only will they will determine the participation rate on a monthly basis, but also use a pre and post reading test to determine if reading level increases.
LTELs will attend AVID Excel classes as a 7th period (after school - 4 days per week). This class will help with student engagement with the ELD standards and with having access to AVID strategies to increase their academic vocabulary, presenting skills, and improve their reading, writing, listening and speaking skills.	08/14/2018 06/06/2019 New	To determine the effectiveness of ELs attending AVID Excel classes, CPA, Counselor and College and Career Coach will compare the reclassification rate between those LTELs that attend and those that don't.
Castro MS Title I program will include after school tutoring specific to English learners, at least 10 hours each semester. Target students will include ELD 1-4 and LTELs.	08/14/2018 05/31/2019 New	To determine the effectiveness of the after school tutoring Admin, CPA, and counselor will assess attendance rate by students, and through informal surveys of participating students. In addition, a comparison of grades will be evaluated to ensure effectiveness of after school tutoring.

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
Title I and the Parent Center will provide parent workshops to promote reading at home and to help ELs with their academics. Workshop topics will include how to motivate their children to do well in school, helping their children maintain good grades, and helping their children prepare of summative assessments/apptitude tests. Workshops will be facilitated by Castro staff, including the counselor, A-G Diploma Project counselor, CPA and PEBSAF (Parent Education Bridge for Student Achievement Foundation).	08/20/2018 05/10/2019 New	To measure the effectiveness of the workshops, the Community Rep, CPA, and counselor will assess the parent evaluations of each of the workshops.
Parents will be invited to participate in curricular trips and observe their students in the classroom. In addition, parents will attend CAFE to learn of strategies to implement at home to support their English learners at home.	08/20/2018 05/10/2019 New	To measure the effectiveness of this strategy, the teachers and community rep will evaluate the feedback forms that deal with the parent observations. Also, teachers and CPA will determine effectiveness of the parent participation during curricular trips.

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
2018-2019 Single Plan for Student Achievement**

CULTURE and CLIMATE GOAL — STUDENT, STAFF, PARENT AND COMMUNITY 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 Culture & Climate Goal:	
<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

1. List key findings related to culture, climate, and engagement for students, staff, parents and community based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). *Required

According to the School Experience Survey 56% of the parents participated in the School Experience Survey for the 16-17 year. The survey gave us plenty of information and an insight to how parents generally feel about how the school is doing as a whole. From the surveys returned, parents feel welcome coming to school (95%), from the main office to the parent center. Parents enjoy coming on campus and feeling included , from social events like workshops educating parents on a variety of topics to parent conferences. Parents (88%) feel the school as a whole includes them as part of the academic progress of their students. According to the 16-17 School Experience Survey results, 88% parents feel they are encouraged to participate in organized parent groups, like ELAC and SSC. Overall, 92% of parents feel Sal Castro MS has high quality schooling; 87% of parents feel staff encourages and orient their student to aspire about their future; and 89% of parents feel Sal Castro MS has parent engagement. Teachers at Castro have changed their instructional practice to better address the common core state standards. As we focus on English Learners, teachers feel like they can provide differentiated instruction so they can make progress towards reclassification.

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

As a school, one area of improvement can be in helping parents/guardians understand which A-G courses their students need for graduation. Another improvement Sal Castro will work on is for teachers to improve communication with parents/guardians regarding the students' academic progress. Of the parents that submitted the survey, 39% of them said their children have been hurt (bullied) by someone at school, however 85% of them said they know who to talk to address their concerns about bullying.

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

Goal: 10% of parents will participate in parent workshops
 By providing a variety of topics for the parent workshops, more parents were able to participate. Not only were parent workshops academically inclined, they were also geared to educating parents on how to take care of themselves in order to be better parents and support their students better. In addition, the same workshop was provided at different times so that more parents had access to the information presented. The community representative contacted local hospitals and brought workshops that were of interest to the parents.

Goal: 70% of staff will participate in the school experience survey
 Sal Castro MS staff has worked diligently in creating a desirable working environment. We are making strides in building a community of education professionals where we can discuss best practices in teaching strategies and professional development.

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

Goal: 90% of parents will participate in the school experience survey
 We are waiting for the results for the 17-18 survey results. There is a possibility that we may not have met this because the communication between the office and out of class staff and the teachers. There were multiple deliveries and there wan not much organization in distributing the surveys to the parents during the 17-18 school year.

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 2018-19 *Required

By June 2019, 10% of parents will participate in parent workshops that include topics of supporting students at home as measured by a school made data sheet.

By June 2019, 25% of parents will participate in attaining a Parent Portal and/or Schoology account as measured by the Parent Portal Dashboard in FOCUS.

*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 *Cultural and Climate : Student, Staff..*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parents will be offered parent workshops that deal with supporting reading at home and how they play a role. The workshops will cover the acquisition of parenting skills, and engaging in providing a place and time for independent reading at home. These workshops will be given several times during the year, and at different times and days to accommodate working parents/guardians. The Parent Center will host these workshops that will be facilitated both by PEBSAF and Castro staff. Castro MS will notify parents well in advance of all parent workshops and events so they have access to those workshops and events, and an opportunity to participate. In addition, Castro MS will incorporate an incentives program to further entice parents to attend workshops and events. In order to know when to provide the workshops, parents will be given a survey to determine times they would like the parent workshops to be.	08/06/2018 01/31/2019	CPA and Community Rep will give parents surveys to determine best days and times for the workshops. They will also include a variety of topics in the survey to determine the most interested topics to deliver. In addition, they will measure attendance and feedback forms for effectiveness of workshops and effectiveness of the incentives program.
The Community Representative will continue to bring community partnerships to the Parent Center so they can provide parent workshops and resources to parents.	08/15/2018 05/31/2019	Community Rep will analyze feedback forms from parents about workshops being provided by the local businesses that are invested in the Castro community.
ELA/ELD, History teachers and TSP will create a partnership with local public libraries to encourage reading at home and entice more independent reading. Parents will be invited to participate in the Fall Book Fair and the Spring Science Fair to build engagement for both at-risk students and parents.	08/14/2018 05/31/2019	CPA/TSP and ELA/ELD teachers will contact local libraries to build a partnership between Castro MS and them. CPA/TSP alongside with Community Rep will contact Scholastic Book Fairs and arrange dates for the Fall Book Fair. CPA/TSP and Science teachers will collaborate to produce a Spring Science Fair and include local businesses to participate.
Castro MS will use the district volunteer program as a way to have more parent volunteers at the school site. The program will be advertised so that more parents become parent volunteers at Castro MS.	08/01/2018 03/29/2019 New	To measure effectiveness of this strategy, the community rep and CPA will assess the participation rate of the volunteers (how many parent volunteers we have throughout the school year.

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

Focus Area: Student, Staff, Parent Communication *Required *Cultural and Climate : Student, Staff..*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Castro staff, including teachers, CPA/TSP, Counselors and Community Rep will communicate in a variety of forms with parents and families; forms may include via Schoology, school website, phone calls, fliers, school mail, posters, etc.). Castro MS will provide a monthly calendar, a quarterly newsletter, an telecommunications to inform parents of events at Castro. All documents that are used for communicating information will be translated into Spanish. all workshops will either be given in Spanish or will be simultaneously translated by the Translation Unit from LAUSD (as serviced by the translation unit).</p>	<p>08/14/2018 06/07/2019</p>	<p>The Community Rep along with the CPA will develop a monthly calendar of events and Admin will oversee and approve it before distributing it to students and parents.</p>
<p>Teachers are to communicate with parents/guardians of their students through personal phone calls, or Blackboard to share news of the student's progress or lack thereof. The phone call will be about both academic and behavioral improvement or lack thereof. Other forms of communication will include email and texts.</p>	<p>08/14/2018 06/07/2019</p>	<p>Teachers will keep a contact log per student to keep track of any communication between school and home.</p>
<p>Castro staff will invite and motivate parents and families to attend workshops/training and the Community Rep will access community resources to come speak to parents about them and how to access the resources themselves, including Schoology.</p>	<p>08/14/2018 06/07/2019</p>	<p>CPA is to contact translation unit for meetings, training, and workshops so that parents/guardians are able to understand the information being presented. CPA and Community Rep will maintain adequate translation of documents and oral communications.</p>
<p>The counselors and school psychologist will provide psychological and behavioral support to at-risk students, families, parents/guardians by providing classes and referrals and informing them of available resources. In addition, they will help parents with alternative educational settings needed by students exhibiting risky behavior. They will work with parents and students regarding their IGP and assist students in meeting their goals. The counselors will monitor student academic progress and socio-emotional progress for academic achievement.</p>	<p>08/14/2018 06/07/2019</p>	<p>Admin will meet monthly with counselors to get an update on a list of students and their progress (academic and behavior). The counselors will examine any surveys completed by students and parents regarding support needed and address those needs. The counselors will also document and maintain record of meetings with students and parents regarding SSPT and IGP. The TSP will maintain record of all communication in reference to English learners.</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
2018-2019 Single Plan for Student Achievement**

SOCIAL / EMOTIONAL GOAL — ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this Social/Emotional Goal:	
<input type="checkbox"/>	CELDT
<input type="checkbox"/>	School Report Card
<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 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 attendance, suspension/expulsion, and non-cognitive skills based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.). ***Required**

Having about 345 students enrolled at Castro allows us to give individual attention to each student. As of March 5th, 72% of our students had proficient or advanced attendance, meaning the students had been present at school 96% of the time or more. Our class average remains lower than 35 students per class, so students are able to build a tight knit community. Students (78%) feel safe at school. Based on observations, students are friendly toward each other, decreasing the discipline referrals dramatically during the 17-18 school year. Ninety-one percent of our students feel that adults immediately address their concerns; students clearly know of consequences if and when rules are broken; in addition, 72% of the students feel teachers treat them with respect. Attendance has decreased, however to meet the needs of the students attendance needs, staff has had to increase their efforts in making sure students are returning to school. As a school, we have continued to implement the School Wide Positive Behavior Support Plan where we include restorative justice resolutions and support systems to improve overall behavior, both inside and outside the classroom. We continue to hold multiple assemblies where students are recognized for overall improvement on behavior, academics, attendance and being on track for culmination, specifically for 8th graders. Each year we have built the use of Integrity tickets as a simple way to recognize student civic behavior, which can include picking up trash that does not belong to them as a form of showing school pride, or helping a student with crutches get to class, or even as simple as students showing respect by saying their please and thank you. From observations, having campus aides visible at all times of the day helps students know that they will be returned to class if they are found outside of class without a hall pass. The campus aides help with the supervision of our students and help in maintaining the middle school students where they should be, especially being on a high school campus.

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

An area where we need to improve includes addressing the chronic absentee students. The PSA and the counselor can develop or improve the preventative strategies to ensure students attend school on a regular basis. The PSA can then handle the early intervention and intensive intervention necessary to reintroduce students into the school. Since 17-18 has not finished yet, we are still collecting data in regards to attendance; the goal is to have 86% of the students attend school 96% or higher. Our chronic absentee percentage has doubled in comparison to the 16-17 school year so far (as of 3/5/18). This is definitely something that has to be addressed as the school works intensively with the PSA. If a Psych Social Worker (PSW) is funded, s/he will observe students in the classroom to determine their academic and social-emotional functioning. The PSW assist students in developing positive behavior intervention strategies and appropriate problem-solving skills through individual and small group counseling. S/he is expected to collaborate with teachers and staff by working with teachers to identify learning and adjustment problems and interpret evaluation results so s/he can offer recommendations for instructional modifications. S/he will also provide professional development training on selected topics in order to help teachers and staff connect with students. The PSW will consult with parents and serve as a liaison with community agencies that provide service to support students and families and assist with identifying students with unique needs.

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

n/a

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

To address the attendance concern, Castro has had and will continue to have attendance campaigns multiple times during the semesters. In addition, Castro will recognize students on a monthly basis for perfect attendance. The parent center will also have parent workshops that talk about the importance of regular school attendance.

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

We will not be addressing this Goal because since we are focusing our efforts in providing good first instruction in ELA, Math and ELD, the hope is that attendance will improve. If students feel comfortable, safe, and in the most optimal learning environment, then they will not want to miss school at all, thereby addressing the attendance issue. By having a full-time PSA on site will help students learn to cope with outside factors that are hindering the learning process.

State the School's Measurable Objective(s) for 2018-19 *Required if this Goal is addressed.

*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 *Social/Emotional Goal : 100% Attendance, Suspension..*

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

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

Focus Area: Social / Emotional Interventions *Social/Emotional Goal : 100% Attendance, Suspension..*

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

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

Focus Area: Building Parent Capacity and Partnership to Support the Social / Emotional Goal *Social/Emotional Goal : 100% Attendance, Suspension..*
**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

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

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

Being an AVID wide school, students are given multiple opportunities to experience attending a nearby college or university. Our counseling staff, that includes the counselor, college and career coach, and the Diploma Project counselor, counsels the students individually about the A-G requirements and what is needed to get into a college and/or a university. Students have classroom presentations about college options. In addition, all students participate in a College Door Decorating Contest where they are to research a particular college or university and make it appealing for students to want to attend. Motivational speakers are invited to talk to students about their experiences in college and college and about their career. At Castro Middle School, we have a college fair where students get to compare and contrast several colleges/universities and plant a seed of interest for post secondary education.

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.).

At Castro Middle School, we implement the Restorative Justice Program, which builds community while restoring any harm that may have been done to a student. We use this model to address any wrongdoing, either as a class or in a small group setting. We also implement the use of Integrity Tickets to recognize and reward students for behaving appropriately on campus. Teachers and parents make phone calls, both positive and as a consequence, to parents to inform them of their child's progress or lack thereof. Teachers make it a point to include positive phone calls as a reward when students are making progress, behave appropriately, and positive recognition in their classroom. We also hold positive recognition ceremonies throughout the year, where we recognize Students of the Month, Academic achievements, Good Attendance, etc. For any at-risk student that is not making any progress at their grade level they are put on Dailies - a day to day sort of report about a student's progress and a communication tool between the parents and school. To continue trying to keep students on track to culminate and graduate, several times a year we have teacher and counselor conferences.

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

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

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

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

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

The school wide program plan was developed using focus groups of the stakeholders, including teachers, students and staff. Parents were given several opportunities to provide feedback on the programs and give their opinions about what they would like to see improve. Those opportunities were given on different days and at different times so more parents can be involved in the process.

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

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

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

N/A

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

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

LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the Single 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 Single 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 Single 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:

Los Angeles Unified School District

2018-2019 School-level Plan for Use of Targeted Student Population (TSP) Program Funds

Program Budget Codes:

- 10183 (TSP School Allocation)
- 10397 (TSP Per Pupil School Allocation)
- 10400 (TSP Supplemental & Concentration Grant)
- 10405 (TSP Supplemental & Concentration Grant Parent)

Name of School	Local District	Principal
CASTRO MS (1804501)	C	MITCHELL, ERICK C

Total Student Enrollment	% of Low-Income Students	% of English Learner Students	% of Foster Youth Students	Total Amount of TSP Funds to the School
340	93.00	25.00	1.00	10183 \$ 103,728 10397 \$ 0 10400 \$ 334,941 10405 \$ 3,197 Total \$ 441,866

Directions: Briefly describe, if *applicable*, the services being provided that are aligned to the District’s LCAP goals and indicate the amount of TSP funds that support those services. Specify the targeted subgroup(s) as low-income students, English learners, RFEPs, and/or foster youth.

NOTE: Affiliated Charter schools are not required to complete this 2018-2019 School-level Plan for Use of TSP Program Funds.

Description of Services that address: 100% Graduation <i>Budgeted priorities should be based upon the school’s analysis of the following disaggregated data of low-income, English learners, RFEPs, and foster youth:</i>	Amount of TSP Funds	Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth	Related District-wide FY18-19 LCAP Targets
<ul style="list-style-type: none"> - Graduation rate - Individual Graduation Plan (IGP) completion rate - Percentage of students on track to graduate 	0		<ul style="list-style-type: none"> • Four-year Cohort Graduation Rate: 87% • Cohort Dropout Rate, High School: 10% • Cohort Dropout Rate, Middle School: .05% • Percentage of Graduating Cohort Completing the A-G with a “C” or better: 46% • Percentage of graduation cohort

receiving a Qualifying Score of “3” or higher on at least 2 AP exams: 12%

- Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in ELA: 28%
- Percentage of 11th grade students demonstrating College Readiness via the Early Assessment Program (EAP) in Math: 12%

<p>Description of Services that address: Proficiency for All <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i></p> <ul style="list-style-type: none"> - SBAC English language arts and mathematics proficiency rates - EL reclassification rate - Rate of ELs demonstrating proficiency in English - Decrease in long-term English learners (LTELs) 	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>Teachers will use the Interim Assessment blocks in addition to teacher-made common assessments to guide instruction and monitor students' progress and achievements. Teachers will also use online intervention programs (ALEKS, Khan Academy, Newsela, etc.) as tools to support students not making sufficient progress. Teachers will plan and execute curricular trips to further enhance learning experience outside of the classroom. The college and career coach will work in tandem with the TSP to analyze relevant data to ELs and low-income students in ELA/ELD and relay the information to teachers to help with their strategic planning and delivering instruction. additionally, the TSP and the coach will provide instructional support through demo lessons and facilitation of guided planning session to enhance engaging lessons. They will assist with peer observations and coaching so teachers can observe, plan, deliver and analyse common assessments. In addition to the TSP maintaining EL program documentation as required by state and federal mandates, the TSP will monitor RFEPs not meeting grade level standards in ELA and Math. S/he will coordinate and monitor progress of ELs in their ELA/ELD courses and tutoring/intervention sessions for the Fall and Spring semesters. At Castro we strive to include parents as part of the equation of student academic success so the TSP will hold conferences with parents/guardians regarding their children's academic progress or lack thereof. The community Rep will assist in bringing parent workshops that will be beneficial as topics range from importance of attendance, to helping their child reach proficiency in ELA and Math.</p>	<p>81,900</p>	<p>EL RFEP Low-Income Foster Youth</p>	<ul style="list-style-type: none"> • Average Distance from “3” on the Smarter Balanced Assessment for ELA • Average Distance from “3” on the Smarter Balanced Assessment for Math • Percentage of Students Meeting Early literacy Benchmarks (End of Year DIBELS assessment): 76% • Percentage of ELs Who Reclassify as Fluent English Proficient (RFEP): 22% • Percentage of ELs that did not reclassify within 5 years: 15% • Percentage of Students with Disabilities Participating in General Education 80% or more of their instructional time: 71%

<p>Description of Services that address: 100% Attendance <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, RFEPs and foster youth:</i> - Percentage of students with a 96% (172-180 days) attendance rate - Percent of students missing 18 days or more in a school year</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>The TSP, PSA, community rep and counselor to host parent workshops that talk about the importance of regular school attendance and help with the purchase of attendance rewards and incentives for students that maintain good attendance. The counselor will include attendance as part of the criteria for students to earn the title of Student of the Month and will hold assemblies and/or school-wide recognition several times during the school year to recognize those students. Additionally, the counselor and the PSA will participate on multi-disciplinary teams such as SSPT and SART, among others. The PSA will conduct parent conferences with parents that are having chronic absenteeism and tardiness issues to come up with a plan for student attendance improvements.</p>	<p>1,011</p>	<p>Low-Income Forster Youth</p>	<ul style="list-style-type: none"> • Percentage of students attending school 96% or more (172-180 school days): 63% • Percentage of Students with Chronic Absence (Missing 18 days or 90% or lower): 11% • Percentage of All Staff attending 96% or Above: 80%
<p>Description of Services that address: Parent, Community and Student Engagement <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i> - Percentage of parent participation on School Experience Survey - Responses from parents and students participating in the survey</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>At Sal Castro MS, we value parent participation in a variety of ways. With the help of the community rep, our parent center is dedicated to providing parent workshops on various topics, including, but not limited to academics, school goals, and maintaining a strong communication line between school and home. The community Rep will also oversee an incentive program to entice parent involvement and participation and acknowledge those parents that do participate. the Out-of-class personnel, including TSP, counselors, and coach, will monitor regularly students' academic and behavior progress at school. In addition, staff will promote student participation in school activities, conferences, councils, field trips, etc. to enhance positive school culture and have students experience hands-on out of classroom learning experiences. Any and all communication sent home will be in both English and Spanish and/or a language that they understand.</p>	<p>9,600</p>	<p>EL RFEP Low-Income Foster Youth</p>	<ul style="list-style-type: none"> • Percentage of Students Who feel a Part of Their School (Question on School Experience Survey): 89% • Parent/Caregiver Participation on School Experience Survey: 64% • Percentage of Schools Training Parents on Academic Initiatives by Providing a Minimum of Four Workshops Annually: 98% • Percentage of Parents Who State "My school provides resources to help me support my child's education.": 95%
<p>Description of Services that address: School Safety <i>Budgeted priorities should be based upon the school's analysis of the following disaggregated data of low-income, English learners, and foster youth:</i> - Suspension rate - Expulsion rate - Teachers appropriately credentialed for the students they are assigned to teach - Extent to which the school is implementing the Discipline Foundation Policy</p>	<p>Amount of TSP Funds</p>	<p>Targeted Student Group(s): Low-income, EL, RFEP, and/or Foster Youth</p>	<p>Related District-wide FY18-19 LCAP Targets</p>
<p>Sal Castro Middle School wants to maintain a safe place to learn. Teachers will participate in multi-disciplinary teams such as SSPT, SART and other</p>	<p>11,217</p>	<p>EL RFEP</p>	<ul style="list-style-type: none"> • Percentage of Teachers that are Appropriately Credentialed for the

CASTRO MS (1804501)

social-emotional support teams. The counselors, PSA and PSW will provide direct services to students and their families having been identified as at-risk. Those services may include but not limited to assessment of student, referral and case management. They will also assist students in developing appropriate problem-solving skills so that they foster healthy decision making skills. The counselors, PSA, and PSW will monitor students at risk of having social and behavior problems, including conducting assessments to determine level of risk for self-injurious behavior, and assist parents with alternative educational settings for students exhibiting risky behavior. In order to maintain safety at Castro MS, campus aides will assist with supervising students during passing periods, nutrition, lunch, after school, and at special school events. Not only will the campus aides patrol school facilities in order to prevent violations of rules, they will also discuss with student groups issues relating to narcotics, attendance, gang activities, vandalism, safety, and community relations. Additionally, the campus aides will assist the school's administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.

Low-income
Foster Youth

Students They are Assigned to Teach:
100%

- Percentage of Early Education Center and Pre-K through 12 Classroom Teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year: 25%
- Percentage of Schools Providing Students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: 100%
- Percentage of Facilities that are in Good Repair: 100%
- Percentage of children whose eligibility for special education services were determined within 60 days of guidelines: 88%
- Students with disabilities receive services specified in their Individualized Education Program (IEPs): 90%

Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	Total FTE & Total Amount
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00 1,434	0.00 0	0.00 0	0.00 0	0.00 1,434
107762 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	<input type="checkbox"/>	110005	2.00 18,452	0.00 0	0.00 0	0.00 0	2.00 18,452
117360 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 67,389	0.00 0	0.00 0	0.00 0	1.00 67,389
13263 13263 - CSR TCHR MS G6 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 115,775	0.00 0	0.00 0	0.00 0	1.00 115,775
14188 14188 - MS COL & CAREER COACH (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	0.00 0	1.00 67,389	0.00 0	0.00 0	1.00 67,389
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	190004	0.00 0	0.00 769	0.00 0	0.00 0	0.00 769
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00 0	0.00 0	0.00 2,765	0.00 0	0.00 2,765
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	340101	0.00 -6,995	0.00 -6,995	0.00 0	0.00 0	0.00 -13,990
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	370101	0.00 -2,505	0.00 -2,505	0.00 0	0.00 0	0.00 -5,010
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	580030	0.00 0	0.00 0	0.00 508	0.00 0	0.00 508
50174 50174 - CURRICULAR TRIPS	<input type="checkbox"/>	580012	0.00 5,543	0.00 0	0.00 0	0.00 0	0.00 5,543
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>		0.00 8,296	0.00 0	0.00 137	0.00 0	0.00 8,433
40261 PENDING DISTRIBUTION	<input type="checkbox"/>		0.00 1	0.00 1	0.00 0	0.00 0	0.00 2
Total			4.00 207,390	0.00 58,659	1.00 3,410	0.00 0	5.00 269,459

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**