

Los Angeles Unified School District
School Plan for Student Achievement

2019-2020

Implementation

CASTRO MS (1804501)



Superintendent
Austin Beutner

Board Members

Mónica Garcia, Board President

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Scott M. Schmerelson

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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: PUICH, KRISTINE

E-mail address: kristine.puich@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 School Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

ERICK MATA



08/21/2019

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

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

Local District Superintendent or designee	ERICK MATA <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved		08/21/2019 <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	03/22/2019 <i>Signed Date</i>
Local District PACE Administrator	PATRICIA CASTRO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	05/28/2019 <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	06/10/2019 <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/12/2019	Lilia Diaz

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:

03/22/2019

School plan approval appears in SSC Minutes.

Date

Attested:

Roberto Ramos



03/22/2019

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

MITCHELL, ERICK C



03/22/2019

Typed name of school principal

E-Signature of School principal

Date

2019-2020 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

	<u>Allocation:</u>	<u>Original</u>	<u>Second</u>	<u>Third</u>
<input type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	215,355	32,230	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	61,774	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	3,223	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	
Total amount of categorical funds allocated to this school:	Amount: \$			280,352

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Allocation

District Mission Statement

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

Local Educational Agency (LEA) Plan Goals

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

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

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics

Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

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

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

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

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

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

2016-17 District Professional Development Priorities:

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

District Core Program for All Students:

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

Curriculum focus-2016/2017

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

Instructional focus-2016/2017

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

Assessment focus-2016/2017

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

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

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

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

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

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

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

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 320 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. This trend is continuing because rent has increased over the years.</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>320 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 (19-20): 92.96%</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>

Language Classifications at Castro MS:

EO: 16%
 IFEP: 9%
 LEP: 26%
 RFEP: 49%

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

African American 1.9%
 Asian 1.3%
 Filipino 1.9%
 Latino 93.1%
 White 0.9%
 2 or more: 0.6%

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

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

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

Other important characteristics of the school:

AVID certified (every year since 2014)
 Electives include Robotics, Art, Leadership, AVID, and Career Awareness
 Kagan trained staff, embed Quaglia framework, Common Sense Digital Citizenship certified

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school’s process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of strategies proven to be effective). *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	SSC looked into the strategies currently being done to promote regular school attendance along with the recommendations suggested by ELAC. SSC reviews the current year's SPSA and ensures that teachers, staff, and students are committed to improving as a school and be on track to meeting the goals agreed upon. SSC has discussed student data for ELA, math and attendance, among other topics. It has used the ELAC recommendations to guide their discussion about important topics that pertain to the school's professional development, its culture, and instructional program. SSC has also reviewed the categorical budget to ensure we are compliant with all expenditures.	11/30/2018, 01/25/2019, 02/22/2019, 03/22/2019
<input checked="" type="checkbox"/> English Learner Advisory Committee	ELAC talked about attendance and recommended strategies that have shown to work to continue and to include other celebrations to motivate students to attend school on a regular basis. ELAC has also analyzed data and given the SSC recommendations in regards to the needs of the school, specifically ELA and math. They have talked about assuring that English learners have equal access to the content and build their academic language in all content areas. Using the language census ELAC also gave recommendations in regards to possible support for English learners and how teachers can use their students' work to drive their planning and the curriculum. Not only has ELAC discussed data about English Learners, but it has also discussed the significance to addressing their needs and how addressing those needs can only benefit the school.	11/27/2018, 01/25/2019, 02/12/2019, 03/12/2019
<input checked="" type="checkbox"/> Grade Level Teams	Teachers meet by grade level to talk about common classroom management strategies to minimize behavior issues that may arise and talk about common negative behaviors and how to address them. Teams also have talked about report card conferences and academic interventions to assist students in taking ownership of their learning. Additionally, teachers have discussed and implemented the iKnow my class surveys to include Quaglia Student Voice framework. Teachers have also discussed actionable feedback not only for students, but also as peers. They have observed each other and have discussed observations and have given each other constructive criticism to develop as a teacher. Teachers discuss as a grade level team how to approach Back to school night and parent conferences, and overall common accommodations to specific students that may not have an individualized educational plan. Parent involvement was also discussed by grade level to allow for improvement in student academic achievement and overall student behavior.	09/12/2018, 12/14/2018, 01/09/2019, 02/22/2019, 11/28/2018, 10/31/2018, 12/05/2018
<input checked="" type="checkbox"/> Departments	Teachers have analyzed pacing of units (as agreed upon by Principal's Exchange) and have discussed teaching strategies that may improve learning for next year's implementation of Principal's Exchange. Teachers have included technology as part of some lessons and other engaging strategies for students. In addition, teachers have met as departments to agree upon other instructional materials that may be needed to improve instruction. Teachers have also analyzed grades data to formulate a student intervention target list for Saturday school. They developed a plan for students to go to Saturday school prepared. Teachers have also adopted AVID strategies to include in all content areas.	09/26/2018, 01/09/2019, 10/24/2018, 11/07/2018, 10/17/2018

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

100% GRADUATION AND BEYOND

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

<input type="checkbox"/>	ELPAC
<input 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 100% Graduation based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

87% of our enrolled 8th graders met the culmination requirements and participated in the Culmination. Our students are eager to culminate and strive to do well, not only for themselves but for their families. Based on progress report cards, students tend to do much better in the beginning of each semester, helping themselves academically throughout the remainder of the semester. Based on the School Experience Survey, 87% of students felt they had academic support from their teachers and school staff. It is difficult for our full time counselor to know each student on a personal level and check in on each one personally, however, he makes it a point to learn students' names and will build trust among the majority of the students. Based on the SBAC data, 22% of our students met or exceeded ELA standards, and 15% of our students met or exceeded Math standards, both increasing in percentages, 3% and 4% respectively.

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, English Language Arts and Mathematics. Students are slowly taking more advantage of support opportunities outside of the regular school day, including after school tutoring and Saturday School Intervention. Additionally, students are becoming more accustomed to the format of the SBAC, its questions stems, and to analyze questions posed in each section. Teachers need release time to unpack the mostly concentrated standards in which students are assessed and plan accordingly using a variety of instructional tools to give all students equal access to the content.

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

Our school is on track to meeting the goal. As of the December 2018 Final report cards, 77% of our students passed their ELA class with a C or better and 78% of our students passed their math class with a C or better. Teachers have divided their curriculum into five units in which they focus on the most heavily weighted standards in both ELA and Math. Teachers are using School City as a formative assessment after each unit and students are taking advantage of the practice.

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 2019-20 *Required if this Goal is addressed.

By June 2020, 80% of all students will pass their English Language Arts class with a grade of C or better.

By June 2020, 80% of all students will pass their Math class with a grade of C or better.

*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			
Castro MS (grades 6-8) will obtain a Newsela site license to access a variety of texts for all reading levels and supplement the instructional program. All teachers will be able to use articles of the same content at different Lexile levels to give the low-performing at-risk students access to the core content and discussions based on the readings. Students will annotate and answer reading comprehension questions, to further increase their Lexile level. This site license will be included in the integrated ELD core content classes (i.e. Math, Science, and History). A site license will cost \$3500 for the academic year.					07/01/2019 03/31/2020	teachers, and CPA will assess the effectiveness of this strategy. To measure the effectiveness of having and using the Newsela site license a teacher survey will be conducted to determine overall usage. Other ways to measure effectiveness of the purchase will include analyzing the built-in quarterly assessments within the license to see student reading comprehension growth. English Teacher-made quarterly unit assessments from School City will also be used to determine student progress.			
Budget									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
CE-ESSA T1 Schools(7S046)	1000	50243 - SOFTWARE LICNS MAINT	N/A	N/A	50243	5,000		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 80% of the students will pass their ELA and 80% of students pass their math classes with a C or better, parents will have at least three opportunities per semester to engage in meaningful activities and 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. Participating parents will learn of strategies that will help them support students and help us achieve our stated goals of achieving 80% pass rate of each content.	08/26/2019 05/29/2020	Admin will monitor activities and workshops at the end of each semester to ensure that parents had at least three opportunities. CPA and Community Rep will analyze parent evaluation of each activity and/or workshop on a monthly basis 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 %
CE-ESSA-T1 C&C Coach(7T124)	1000	14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425359	N/A	14188	60,998	1.00	50
CE-ESSA-T1 C&C Coach(7T124)	1000	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	771		100

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	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
<input checked="" type="checkbox"/>	Other: School City Unit Assessments

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

22% of our students met or exceeded the English Language Arts standards as measured by SBAC for the 17-18 school year. 31% scored nearly met the standards. Students with disabilities, English Learners, Hispanic students, and Socioeconomically Disadvantaged students were either at the red or orange band as measured by the CA dashboard. Overall, students were 106.8 points below standard, however, they increased by 13.9 points (as measured by SBAC). About a third (31%) of our students nearly met standards. Students with disabilities significantly declined by more than 15 points. English learner students declined by scoring between 3 and 15 points. All students and the Hispanic subgroup maintained their scores and students that are socioeconomically disadvantaged increased their scores anywhere from 3 to 15 points. The trend for Castro students indicates that there is a decrease in students not meeting standards and nearly meeting standards. In the same token, the percentage of Castro students meeting standards and exceeding standards is slowly increasing.

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

To continue improvement, teachers need planning time, funding to cover peer observation to hold each other accountable for improved good first instruction, include strategies to access content for all students, including students with disabilities, English learners, and socioeconomically disadvantaged students. As a school we need to concentrate on building two or three reading strategies to build on reading fluency, build reading comprehension, and be able to show improvement in the Reading and Writing domains of the SBAC.

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

We are on track to meet our objective. The contribution to this success is planning time for teachers, time for teachers to analyze student work and assess student needs. Another contribution was intervention held for students that were not meeting academic progress, as measured by the academic grades. The format of the intervention was modified for the 18-19 school year which allowed to target more students that needed the assistance.

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

n/a

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

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

By June 2020, students with disabilities will increase by at least 3 points from the previous year, going from -174.3 points to -171.3 points and from the red band to the orange band on the CA Dashboard 5 x 5 Matrix.

By June 2020, English Learner students will increase by at least 3 points from the previous year, going from -102.5 points to -99.5 points and from the red band to the orange band on the CA Dashboard 5 x 5 Matrix.

By June 2020, Hispanic students will increase by at least 3 points from the previous year, going from -70.7 points to -67.7 points and from the red band to the orange band on the CA Dashboard 5 x 5 Matrix.

By June 2020, all students will increase by at least 3 points from the previous year going from -70.4 points to -67.4 points and from the red band to the orange band on the CA Dashboard 5 x 5 Matrix.

By June 2020, socioeconomically disadvantaged students will increase by at least 3 points from the previous year, going from -71.1 points to -68.1 points and from the orange band to the yellow band on the CA Dashboard 5 x 5 Matrix.

*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 of all grade levels (6-8) can focus on strategies that will support the common core standards shifts and SBAC claims. These PD opportunities during the regular school day will be during the banked time allotted per the district MEMO. 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. With the use of these strategies in all content areas, students' academic progress will show via their academic grades in both ELA and Math.	07/01/2019 01/31/2020	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. Additionally, College and Career coach, CPA and Admin will analyze the unit assessment data quarterly.
During Common Planning Time and Teacher Release Time, 3 English and 3 Math teachers (grade 6-8) will analyze student data and 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. These topics will be looked at during the Fall semester. PDs will be held during the school day, and/or beyond the school day for grade level and departments. Other PD during the spring semester that ELA and Math teachers will address during the Spring semester will include but not limited to 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 unit assessments , writing samples, and culminating tasks to inform instruction so they may instruct Integrated ELD lessons.	08/19/2019 05/29/2020	Admin, Leadership team, PD Committee, CPA, College and Career Coach will monitor the agendas for those meetings (weekly), monitor student progress to determine effectiveness of Common Planning Time and Professional Development (quarterly). 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 (annually). The measurement of assessments will take place on a quarterly basis. 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	10377 - TCHR RELEASE DAY/HRS	N/A	N/A	10377	5,749	0.00	100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Castro Middle School will provide a state-certified, class size reduction (CSR) register carrying teacher to maintain the average 7th grade ELA class to 35 students. The teacher will teach English language Arts secondary classes. The teacher will provide direct services for 100% of the work day. The smaller class size will have a positive affect on student's SBAC ELA achievement.	07/01/2019 06/30/2020	To measure the effectiveness of this strategy, ILT will analyze increased proficiency on a quarterly basis. The 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 actionable 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 7th grade ELA teacher.	07/01/2019 06/30/2020	To measure the effectiveness, admin and School Administrative Assistant will monitor absences on a monthly basis.
Castro MS (grades 6-8) will obtain a Newsela site license to access a variety of texts for all reading levels and supplement the instructional program. All teachers will be able to use articles of the same content at different Lexile levels to give the low-performing at-risk students access to the core content and discussions based on the readings. Students will annotate and answer reading comprehension questions, to further increase their Lexile level.	07/01/2019 04/30/2020 New	To measure the effectiveness of having and using the Newsela site license a teacher survey will be conducted to determine overall usage. Other ways to measure effectiveness of the purchase will include analyzing the built-in quarterly assessments within the license to see student reading comprehension growth. English teacher-made quarterly unit assessments from School City will also be used to determine student progress.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	30381302	N/A	13579	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	1,437		100

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
Intervention will be after school and will be available for all students (6-8th grade), specifically students that are not meeting academic grades in any of the content areas (ELA, math, science, history). Four to five teachers will provide the intervention classes. Intervention for ELA will target writing skills so that students can improve their grammar and sentence structures. Intervention for math will target converting decimals to fractions and vice versa, and mathematical practice standard #1 which will help students make sense of problems and persevere in solving them. After school intervention will take place between 7th and 16th week of school each semester.	10/01/2019 04/30/2020 New	To measure the effectiveness of the intervention the CPA will monitor quarterly and final academic grades. The CPA will analyze student participant attendance to ensure the most of intervention is taken advantage of. In addition, teachers will use the quarterly assessments (School-City) to assess the impact of the intervention on student achievement.

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 of students in 6th, 7th, and 8th grade 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. The number of parent volunteers will increase because of the visits/observations. Additionally, at least 70% of all students will obtain a passing academic grade (A, B, and C). These visits/observations will take place (tentatively) on 10/3/19, 11/18/19, 1/31/20, & 4/20/20.	09/23/2019 04/30/2020	To measure the effectiveness of the workshops, evaluations of the workshops will be evaluated by Admin, CPA, and Community Rep. Overall students' academic grades will be analyzed on a quarterly basis by all aforementioned responsible positions.
Parents will develop a comprehensive understanding of the LAUSD graduation requirements by having knowledge of the Individual Graduation Plan 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 for parents of middle school students (grades 6-8) that will be facilitated by PEBSAF will include, but are not limited to "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." Higher attendance rates will result from the parent participation of the workshops. Workshops will be held on the following dates (tentatively): 9/9/19, 11/18/19, 2/24/20, &5/4/20.	08/26/2019 04/30/2020	CPA, Counselors and community Rep will analyze workshop evaluations and the school experience survey results to assess the effectiveness of the workshops. In addition, CPA and Community Rep will analyze students' progress report cards (10 and 15 week) to determine if workshops made an impact on student achievement. They will specifically look at core content classes (ELA, Math, Science, and History).

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	1,000		100

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

ACADEMIC GOAL — MATHEMATICS

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

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

As a school we are in the orange band for mathematics. As a school we scored 106.8 points below the average, however, we increased by 13.9 points. Only one subgroup, students with disabilities, scored in the red band. Three subgroups scored in the orange band: English learners, students of Hispanic origin, and students that are socioeconomically disadvantaged, with the latter subgroup increasingly significantly by 15 points or more in the math section of SBAC. Overall, 15% of our students scored Met or Exceeded in the math standards as measured by SBAC. Castro's trend has decreased in nearly meeting the standards, however, it is increasing in meeting the standards.

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

Students lack the foundational skills which include multiplying and dividing large whole numbers, converting simple fractions to decimals, understanding the place value system, operations with decimals and fractions. Teachers will use a pre-assessment to determine actual foundational skills students have to identify the areas of need. Students will need multiple opportunities to engage with difficult problems by working independently, in small groups, and discuss their solving process. All students will benefit from communicating results/solving process to their peers so that they can write about their thinking process when being assessed.

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

At Castro MS, we are on track to meeting our goal. Students are determined in understanding the content in each of the grade levels. Students feel comfortable in asking clarifying questions in their math class, they are participating more when it comes to communicating their process in solving word problems to their peers. Additionally, teachers have created quarterly assessments that include high value standards and can monitor student understanding of those standards. Teachers are meeting a week after the quarterly assessments to discuss trends, areas of strengths and areas of need.

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

n/a

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

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

By June 2020, all students will increase by at least 11.8 points from the previous year, going from -106.8 points to -95 points on the CA dashboard 5 x 5 Matrix, progressing from the orange band to the yellow band.

By June 2020, students with disabilities will increase by at least 3 points from the previous year, going from -208.8 points to -205.8 points on the CA dashboard 5 x 5 Matrix, progressing from the red band to the orange band.

By June 2020, English Learner students will increase by at least 40.5 points from the previous year, going from -135.5 points to -95 points on the CA dashboard 5 x 5 Matrix, progressing from the orange band to the yellow band.

By June 2020, Hispanic students will increase by at least 11.5 points from the previous year, going from -106.5 points to -95 points on the CA dashboard 5 x 5 Matrix, progressing from the orange band to the yellow band.

By June 2020, socioeconomically disadvantaged students will increase by at least 12.1 points from the previous year, going from -107.1 points to -95 points on the CA dashboard 5 x 5 Matrix, progressing from the orange band to the yellow band.

*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				
Sixth, 7th and 8th grade math teachers (4 teachers) will meet to discuss pre-assessments that will determine level of students' foundation skills and skills mastered by previous grade. They will also analyze quarterly assessments from School City to determine level of understanding of the high value standards assessed in SBAC.				10/01/2019 04/30/2020 New	To measure the effectiveness of the lesson planning and data analysis sessions, admin and CPA will use the School City unit assessments results to assess the impact of student achievement. Teachers and CPA will also analyze student work samples to assess unit assessment relevance helped with student achievement in the unit assessments. Teachers and CPA will meet quarterly to assess those results while Admin monitors the activity.				
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.	08/20/2019 06/12/2020	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.	08/20/2019 06/12/2020	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.

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 : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Intervention will be after school and will be available for all students (6-8th grade), specifically students that are not meeting academic grades in any of the content areas (ELA, math, science, history). Four to five teachers will provide the intervention classes. Intervention for math will target converting decimals to fractions and vice versa, and mathematical practice standard #1 which will help students make sense of problems and persevere in solving them. After school intervention will take place between 7th and 16th week of school each semester.	10/01/2019 05/08/2020 New	To measure the effectiveness of the intervention the CPA will monitor quarterly and final academic grades. The CPA will analyze student participant attendance to ensure the most of intervention is taken advantage of. In addition, teachers will use the quarterly assessments (School-City) to assess the impact of the intervention on student achievement.

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; tentative date: 03/2020). 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.	08/20/2019 05/29/2020	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. Tentative dates: 10/16/19, 11/27/19, and 4/27/20.	08/20/2019 05/29/2020	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								
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Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

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

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

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

<input checked="" type="checkbox"/> ELPAC
<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 type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input checked="" type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A

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

77 out of 325 students are Limited English Proficient (LEPs), making it 24% of our total population. Using the Summative ELPAC 2018 data, 11.3% of LEPs scored Well Developed, level 4; 27.5% scored at moderately developed, level 3; 25% scored at Somewhat developed, level 2; and 36.3% of LEPs scored at Beginning stage, level 1. Forty-five percent of LEPs have met 1 criterion for reclassification and 9% of LEPs met 2 criteria for reclassification. We are steadily increasing in our reclassification rate. Targeted students are pulled out for intensive intervention for 5 hours during the school day to help with this endeavor. Having multiple opportunities to take the Reading Inventory has created increased buy-in for students to do better and really put in the effort in passing this basic skills test. Conducting individual parent conference along with the long-term English learner (LTEL) student to go over the Individual Reclassification Plan has allowed for more insight into the students' placement, current status and goals to achieve reclassification. During the conference, we also discuss the implication of not reclassifying and the benefits of reclassifying.

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

Even though targeted students receive intensive pull out intervention, the timing and the content of the intervention needs to improve. Last year we did not meet the district's goal for the reclassification rate, so this is a point of interest, not only for the students, but as a school. There are still some LTELs that lack the motivation to do well in the high stakes test ELPAC and the Reading Inventory. LTELs still have a tendency to use nonacademic English when writing paragraphs, and/or multiple paragraph essays. Scaffolds are necessary in all content areas for all ELs to understand the concepts and be able to produce high quality work.

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

Even though we did not meet our goal, we did have successes in terms of reclassification. Most students 15% passed the Reading Inventory, from the Fall 2018 semester. The addition of bulletin 6890 and 6890.1 has allowed us to meet as a team to evaluate ELs with disabilities in regards to meeting the reclassification criteria. Our intervention has been strategic in the sense that specific skills are targeted in order for students to show progress in the Reading Inventory. Intervention for LEPs, Long-term English learners specifically has been more purposeful and more individual.

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 did not meet our goal of 22% reclassification rate, we finished the 17-18 year with 16% of LEPs reclassifying. Our approach to meeting the goal this time around will include better timing of pull out intervention during the school day and it will be more individual based. Intervention will focus on reading strategies that will include using context clues in order to answer reading comprehension questions. Additionally, individual intervention will be planned ahead of time with teacher input as far as the needs of the particular student. The TSP will do more pull out intensive individual intervention so that parents are more involved in the reclassification progress.

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

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

By June 2020, 15% of English Learners will pass the ELPAC (English Language Proficiency Assessment for California).

By June 2020, 19% of English Learners will pass the Reading Inventory (RI) with a score of Basic or higher.

By June 2020, 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.	08/20/2019 05/08/2020	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. Additionally, Admin and TSP will
Teachers of English Learners (3 teachers) will use Teacher Release Time (9/6/19, 1/15/20, & 4/3/20) to plan instruction based on data, including but not limited to Lexile scores as measured by the Reading Inventory, ELPAC, and teacher made assessments, plan curricular trips as part of their instructional program, and have an opportunity to plan units that may be cross-curricular. With this planning, the hope is to build student motivation to read and thereby increase students' Lexile scores and levels and score better in the Written Language portion of the ELPAC. (\$478 x 3 days x 3 teachers = \$4,302)	09/02/2019 04/30/2020	To measure the effectiveness of releasing teachers to analyze data, and plan the admin, TSP, College and Career Coach will analyze the quarterly assessments administered using School City. Monitoring of this data and student progress will be specific to ELD 3-4 students and Long-term English learners, as they are the ones to take a grade level English class.
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 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 (0.5 FTE CPA differential).	08/19/2019 06/12/2020	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.
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, Barnes and Noble, Lakeshore, Schwabe books, and AKJ Education as they have multiple books that are of high interest for the middle school age student.	08/19/2019 06/12/2020	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 on a monthly basis.
Teachers will include curricular trips to local library branches (Echo Park, Central Library, Chinatown) and Descanso Gardens and Leo Carrillo Tide Pools 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 wildlife observed. We plan to purchase 4 buses for 6th – 8th grade students in ELD classes to attend to work in tandem with other content standards and make connections to science units. This will enhance the learning for the ELs and LTELs and make connections with the content.	09/03/2019 06/12/2020 New	To measure the effectiveness of the curricular trips, the supervising teacher will receive informal feedback from the participating students. Additionally, using a rubric for the culminating writing assignment, teachers will assess student achievement in the writing standards.

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
Two (2) teacher assistants will be strategically placed in classes (grade level 6-8) as needed by the EL students, specifically the core content classes (math, science, and history). Under the direct supervision of the certificated teacher, the assistant will assist in small group instruction and/or provide individual scaffold instruction. (\$9323 x 2 TAs = \$18,646) Having the TAs will positively impact student access to content and student achievement as determined by academic grades and unit assessments.	08/20/2019 06/12/2020	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. Student work, SBAC ELA data, and unit assessments will be used to analyze student achievement.
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.	08/20/2019 06/12/2020	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.
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.	08/19/2019 06/12/2020	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 %
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (3 Hrs / 5 Days)	30413849	N/A	10600	9,302	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10600 - TCHR AST DEG TK NW/1 (3 Hrs / 5 Days)	30402139	N/A	10600	9,302	1.00	100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
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.	08/20/2019 04/30/2020	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 2020.
Castro MS Title I program will include after school tutoring specific to English learners, at least 12 hours each semester. Target students will include ELD 1-4 and LTELs. (24 hrs x \$85 = \$2040)	10/14/2019 05/15/2020	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. Academic Progress grades will also be used to determine effectiveness of the tutoring program.

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/apititude 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).	08/26/2019 06/05/2020	To measure the effectiveness of the workshops, the Community Rep, CPA, and counselor will assess the parent evaluations of each of the workshops immediately following the workshop.

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

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

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	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 type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

Ninety-one percent of our teachers enjoy teaching at this school and feel like what they learn at professional development at this school site addresses the students' needs. According to the School Experience Survey, 83% of our students are happy to be at this school. The same number of students feel that adults at this school treat all students with respect. Overall, 76% of our students feel connected to their school. The majority of our students, 85%, feel comfortable enough to talk to adults when another student is bothering and/or bullying them. At Castro MS, we take pride that 70% of our students feel there is an adult on campus they trust to talk to when something is bothering them. Even though there was a shooting at the school site in February of 2018, 91% of the staff said they feel safe on the school grounds during the day. Parents (92%) also said they feel their student is safe on campus. We have been working diligently in assuring that respect is important to us all, including students, staff, parents, and community. It was particularly relieving that 94% of the staff feel that parents treat teachers and staff with respect. Reversely, 95% of parents also feel This can only trickle down to the students because they see important people in their lives modeling the treatment of others with respect. Overall, parents strongly agree that the school does its part in providing them available resources.

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

According the School Experience Survey results, one area that we need to improve on as a school is the recruitment and organization of parents to help and support the school. Another area of improvement can be in the area of students feeling connected. Only 68% of the students feel that teachers care if they are absent from school, and 67% of students feel that LGBTQ students are accepted. These percentages should increase by including more activities where students feel more connected to the school community as a whole.

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

We are on track on meeting the goals. We proposed to have 10% of parents participate in parent workshops where topics included supporting their children academically at home. We have almost met this goal and by having more workshops available at different times and at different days will allow for increased parent participation, thus meeting the goal of 10%.

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

One of our goals is to reach 25% of our parents to attain a Parent Portal account. We are currently at 13%. We have conducted workshops throughout the year to help parents enroll. However, parents do not show up. A different approach to reaching this goal will include having personal conferences with individual parents to ensure they get individualized attention throughout the enrollment process. Another approach is to have the community rep available during PHBAO conference nights to help parents.

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

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

By June 2020, 12% of parents will participate in parent workshops that include topics of supporting students academically at home as measured by a school made data sheet.

By June 2020, 20% of parents will have a Parent Portal account.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
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.	08/26/2019 05/29/2020	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. This person will also perform in a liaison role between the school and the community. The community Rep will serve as a neighborhood resource adviser to principals, teachers, parents, or project personnel concerned with school-community relations and activities. Castro MS will purchase supplemental instructional materials for the workshops, so \$153 will be placed in Pending until a vendor can be finalized.	07/01/2019 06/30/2020	Community Rep will analyze feedback forms from parents about workshops being provided by the local businesses that are invested in the Castro community.
In order for the title I program to be successful and function properly for the benefit of all students, the categorical program adviser will provide in-class intervention and demonstration lessons in the different core content classes. The CPA will conduct professional development that include the facilitation of effective instructional strategies to enhance the learning experience for the students. Along with the community rep, the CPA will provide parent and family engagement workshops and will ensure parents receive communication regarding Local District and District parent engagement sessions. In addition, the CPA will monitor program expenditures and maintain accurate/updated records for the Title I program, including time reporting and equipment inventory, among other responsibilities as noted in the 19-20 Program and Budget Handbook (p.47). The CPA will use data to address strategies to help students (grades 6-8) achieve academically in ELA and Math and reach proficiency in English.	07/01/2019 06/30/2020 New	The measure the effectiveness of having a part time Categorical Program Adviser (CPA), Admin will meet with CPA on a monthly basis to ensure program accountabilities have been met and together will assess target student population for intervention program. They will analyze student achievement as measured by teacher-made assessments, student work samples, and unit assessments.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	30339753	N/A	117361	70,666	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	27787 - COMMUNITY REP X TIME	N/A	N/A	27787	2,013		100
CE-ESSA T1 Schools(7S046)	0	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-6,995	0.00	100
CE-ESSA T1 Schools(7S046)	0	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,426	0.00	100

Parent And Community

Focus Area: Student, Staff, Parent Communication *Required

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
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, and a quarterly newsletter to inform parents of events at Castro. All documents that are used for communicating information will be translated into Spanish. All workshops will be in Spanish and/or simultaneously translated by the Translation Unit from LAUSD (as serviced by the translation unit). If translation unit cannot provide services, other forms of transportation will be provided.	08/26/2019 05/26/2020	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.
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.	08/20/2019 06/12/2020	Teachers will keep a contact log per student to keep track of any communication between school and home.
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, and the LAUSD Parent Portal.	08/26/2019 05/26/2020	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.
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 Individual Graduation Plan (IGP) and assist students in meeting their goals. The counselors will monitor student academic progress and socio-emotional progress for academic achievement.	08/20/2019 06/12/2020	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.

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

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

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

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	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 type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

Having about 320 students enrolled at Castro allows us to give individual attention to each student. As of March 19, 2019, about 35% 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 in each of their classes. Students (61%) feel safe at school, which is not too bad considering there was a school shooting on campus during the 17-18 school year. Based on observations, students are friendly toward each other, having a positive impact on the number of discipline referrals. The majority of our students feel that adults immediately address their concerns; students clearly know of consequences if and when rules are broken; in addition, 82% of the students feel teachers treat them with respect, an increase of 10% from the previous school year. Chronic absenteeism has increased, and in order to meet the needs of the students in regards to attendance, staff has had to increase their efforts in making sure students are returning to school. Castro has 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. 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, currently at about 28%. This includes the students that have 91% or lower attendance. 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. We are still collecting data in regards to attendance to determine if a full time PSA is necessary. Our chronic absentee percentage has increased by 10% in comparison to the 17-18 school year so this is an area of immediate concern and the school works intensively with the PSA to address this issue. 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 assists 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, since 76% of the students feel an overall connection to the school. 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

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 2019-20 *Required if this Goal is addressed.

<p>By June 2020, all students will decrease the percentage of chronic absenteeism by 0.5%, from 13.3% to 12.8%, progressing from the red band to the yellow band as measured by the CA Dashboard 5x5 matrix.</p>
<p>By June 2020, Hispanic students will decrease the percentage of chronic absenteeism by 0.5%, from 13.1% to 12.6%, progressing from the red band to the yellow band as measured by the CA Dashboard 5x5 matrix.</p>
<p>By June 2020, students with disabilities will decrease the percentage of chronic absenteeism by 0.5%, from 18.6% to 18.1%, progressing from the orange band to the yellow band as measured by the CA Dashboard 5x5 matrix.</p>
<p>By June 2020, English Learner students will decrease the percentage of chronic absenteeism by 0.5%, from 13.5% to 13.0%, progressing from the orange band to the yellow band as measured by the CA Dashboard 5x5 matrix.</p>
<p>By June 2020, socioeconomically disadvantaged students will decrease the percentage of chronic absenteeism by 0.5%, from 13.4% to 12.9%, progressing from the orange band to the yellow band as measured by the CA Dashboard 5x5 matrix.</p>

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

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

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

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

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

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
The Pupil Service and Attendance (PSA) Counselor will work directly with middle school students (grades 6-8) at risk of not meeting district attendance goal of attending 96% or better. The PSA will also create and implement differentiated prevention and interventions to improve individual attendance and school-wide efforts to meet district goal of 100% attendance by students. They will implement strategies and activities to reduce chronic absenteeism and truancy among students and increase student attendance rates. These direct services will impact student achievement in all core content classes.					07/01/2019 06/30/2020 New	To measure the effectiveness of having a PSA counselor, admin will monitor the chronic absenteeism rate on a monthly basis and consult with the PSA to ensure strategies are in effect and having an impact on attendance. The PSA along with the A-G Counselor will monitor individual student attendance plans on a bi-monthly basis and report to admin on progress or lack thereof.			

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

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The PSA will conduct home visits and/or in-home intervention whenever necessary. The PSA and A-G counselor will conduct parent workshops that will address the importance of regular school attendance its impact on academics, and the consequences of students not attending school. They will also provide referrals to in-school and community resources and services for parents as necessary per at-risk student.</p>	<p>07/01/2019 06/30/2020 New</p>	<p>To measure the effectiveness of the workshops on student achievement admin and PSA will analyze the parent evaluations for the workshops and will use the Attendance bands monthly reports on a monthly basis to ensure improvement on chronic absenteeism.</p>

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, parents/guardians, 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 School Plan for Student Achievement (SPSA) and support through:

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

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

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

Local District Network will conduct Learning Walks, analyze formative data, provide teachers and team opportunities to collaborate to design and later implement instructional strategies to support the CSI goals and targets, among others.

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
10377 10377 - TCHR RELEASE DAY/HRS	<input type="checkbox"/>	110001	0.00 5,749	0.00 0	0.00 0	0.00 0	0.00 5,749
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	110002	0.00 1,437	0.00 0	0.00 0	0.00 0	0.00 1,437
10600 10600 - TCHR AST DEG TK NW/1 (3 Hrs / 5 Days)	<input type="checkbox"/>	110005	2.00 18,604	0.00 0	0.00 0	0.00 0	2.00 18,604
117361 117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00 70,666	0.00 0	0.00 0	0.00 0	1.00 70,666
13579 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00 117,632	0.00 0	0.00 0	0.00 0	1.00 117,632
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	0.00 0	1.00 60,998	0.00 0	0.00 0	1.00 60,998
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	190004	0.00 0	0.00 771	0.00 0	0.00 0	0.00 771
27787 27787 - COMMUNITY REP X TIME	<input type="checkbox"/>	290004	0.00 0	0.00 0	0.00 2,013	0.00 0	0.00 2,013
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	340101	0.00 -6,995	0.00 0	0.00 0	0.00 0	0.00 -6,995
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	370101	0.00 -2,426	0.00 0	0.00 0	0.00 0	0.00 -2,426
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	580030	0.00 0	0.00 0	0.00 1,000	0.00 0	0.00 1,000
50243 50243 - SOFTWARE LICNS MAINT	<input type="checkbox"/>	580020	0.00 5,000	0.00 0	0.00 0	0.00 0	0.00 5,000

40239	<input type="checkbox"/>		0.00	5,688	0.00	0	0.00	210	0.00	0	0.00	5,898
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	5	0.00	0	0.00	0	0.00	5
PENDING DISTRIBUTION												
Total			4.00	215,355	0.00	61,774	1.00	3,223	0.00	0	5.00	280,352

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**