

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

**2018-2019**

**Implementation**

**CLEVELAND CHS (1859001)**



**Superintendent**  
**Austin Beutner**

**Board Members**

Mónica Garcia, Board President  
Dr. George McKenna III  
Scott M. Schmerelson  
Nick Melvoin  
Kelly Gonez  
Dr. Richard A. Vladovic



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### SCHOOL IDENTIFICATION

School Name: CLEVELAND CHS (1859001)

Local District: NW

CDS Code	County		District					School					
	1	9	6	4	7	3	3	1	9	3	1	8	6

**For additional information on our school programs contact the following:**

Principal: DUONG, CINDY K

E-mail address: cindy.duong@lausd.net

SPSA Designee: SMITH, WILLIAM Position: ADVSR, CTEGORCL PGM

E-mail address: wms5063@lausd.net

School Address: 8140 VANALDEN AVE, RESEDA, CA 91335

School Telephone Number: 8188852300

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

I have reviewed the School Plan for Student Achievement (SPSA) and recommend this plan for implementation.

PIA SADAQATMAL



06/22/2018

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.**

<b>Local District Superintendent or designee</b>	PIA SADAQATMAL <i>Typed Name</i>	<input type="radio"/>	<b>Revision Required</b>	<input checked="" type="radio"/>	<b>Approved</b>	<u>06/22/2018</u> <i>Signed Date</i>
<b>Local District EL Compliance Coordinator</b>	DEBRA HIRSCH <i>Typed Name</i>	<input type="radio"/>	<b>Revision Required</b>	<input checked="" type="radio"/>	<b>Meets Federal Requirements</b>	<input type="radio"/> <b>N/A</b> <u>06/19/2018</u> <i>Signed Date</i>
<b>Local District PACE Administrator</b>	GONSALO GARAY <i>Typed Name</i>	<input type="radio"/>	<b>Revision Required</b>	<input checked="" type="radio"/>	<b>Meets Federal Requirements</b>	<input type="radio"/> <b>N/A</b> <u>06/18/2018</u> <i>Signed Date</i>
<b>Local District Title I Coordinator</b>	KAREN O RILEY <i>Typed Name</i>	<input type="radio"/>	<b>Revision Required</b>	<input checked="" type="radio"/>	<b>Meets Federal Requirements</b>	<input type="radio"/> <b>N/A</b> <u>06/18/2018</u> <i>Signed Date</i>





## RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC)  <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/15/2018	Edna Valenciano

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:**

04/10/2018

*School plan approval appears in SSC Minutes.*

\_\_\_\_\_

Date

**Attested:**

William Smith



04/05/2018

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

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

\_\_\_\_\_  
Date

DUONG, CINDY K



04/05/2018

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

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

\_\_\_\_\_  
Date





## 2018-2019 FUNDING ALLOCATED TO THIS SCHOOL

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

### Federal Programs

Elementary and Secondary Education Act:

	<b>Allocation:</b>	<b>Original</b>	<b>Second</b>	<b>Third</b>
<input checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	<b>Amount: \$</b>	<b>1,341,345</b>	<b>132,330</b>	<b>0</b>
<input type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	<b>Amount: \$</b>	<b>0</b>	<b>0</b>	<b>0</b>
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	<b>Amount: \$</b>	<b>22,055</b>	<b>0</b>	<b>0</b>
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	<b>Amount: \$</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total amount of categorical funds allocated to this school:</b>	<b>\$</b>	<b>1,363,400</b>		

Total shown does not include the second and third allocation.

**Other Programs to be consolidated under Schoolwide Program**

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

Allocation

## District Mission Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

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

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

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

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

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

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

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

**District Core Program for All Students:**

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

**Curriculum focus-2016/2017**

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

**Instructional focus-2016/2017**

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

**Assessment focus-2016/2017**

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

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

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

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

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

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

## SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

### School Vision

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

The Grover Cleveland Charter High School community nurtures global citizens who pursue academic excellence, realize personal success, and demonstrate social responsibility.

### 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?)

To promote student achievement, Grover Cleveland Charter High School will:

- Maximize student potential and growth opportunities
- Implement support systems that address the needs of the whole child
- Strengthen parental communication and involvement
- Support innovative initiatives among stakeholders
- Incorporate current educational research and practices
- Optimize the allocation and utilization of resources
- Network with educational institutions and community agencies

### 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: <a href="http://www.census.gov/">http://www.census.gov/</a> , <a href="http://www.zip-codes.com/">http://www.zip-codes.com/</a> , <a href="http://www.city-data.com/">http://www.city-data.com/</a></p>
<p>Cleveland Charter High School is located in the west San Fernando Valley in the suburb of Reseda and serves as the residential school for the communities of Reseda, Northridge, and Winnetka. Our Humanities Magnet draws students from throughout the San Fernando Valley. Reseda is a primarily working class community of approximately 74,641 residents (2010 U.S. census).</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Grover Cleveland Charter High School is an affiliated charter school within the Los Angeles Unified School District serving students in grades nine through twelve. The school's original charter will expire on June 30, 2018. On April 3, 2018, the LAUSD Board of Education approved Cleveland's Renewal Petition.</p>
<p>3. Indicate student enrollment figures:</p>

MiSiS data indicates that there were 3,091 students were enrolled at Grover Cleveland Charter High School on February 13, 2018. 72% are residential students and 28% are enrolled in the Humanities Magnet. Combining residential and magnet enrollment there are 936 (30%) enrolled in the 9th grade, 813 (26%) in the 10th grade, 659 (21%) in the 11th grade and 683 (22%) in the 12th grade.

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

The CA Dashboard Title I Ranking from February 22, 2018 lists Cleveland with 66.54% of the students qualifying for free or reduced meals. Two thousand five students qualified out of a possible 3,013 students enrolled.

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

February 2018 MiSiS data indicates that there are 30 languages spoken by students who attend Cleveland. Only two languages are spoken by more than 10% of the student body, English with 36% and Spanish with 48%. Students speaking Arabic, Korean, Punjabi, Filipino and Vietnamese comprise a combined 10%. The combined percentage of the remaining 32 languages spoken by Cleveland students is 5% and includes Afghani, Armenian, Assyrian, Bengali, Cambodian, Cantonese, Farsi, French, Greek, Hebrew, Hindi, Hungarian, Ibo, Indonesian, Japanese, Lahu, Lao, Mam, Mandarin, Mixteco, Nepali, Pashto, Polish, Portuguese, Q'anjob'al, Romanian, Russian, Sinhalese, Tamil, Thai, and Urdu.

February 2018 MiSiS data also indicates that the ethnic composition of the student body is: 59.1% Hispanic, 16% White, 13.7% Asian, 4.7% Filipino, 4% African-American, 1.9% Two or More Ethnicities, and American Indian and Pacific Islander at less than 1% each.

**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:**

In the 2017-2018 school year Cleveland has provided or will provide parents with three student progress reports and one final grade report each semester; daily updates on the Cleveland website; monthly "Coffee with the Administrators" meetings; monthly parent advisory committee and association meetings; Back-to-School Night and Open House; five college nights conducted in English and Spanish; Individualized Graduation Plan (IGP) nights; two Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) parent/teacher conferencing sessions; small learning community newsletters; other individual conferences with parents in person and via email; and, automated and personal phone calls home; Individualized Education Program (IEP) for students with disabilities and students with 504 plans directly address students' academic assessment results in English and Spanish, or other home languages of the parents and students. Many teachers use the Schoology online learning management system to provide families with real-time academic progress.



7. Describe other important characteristics of the school (e.g., SLC, PLC):

**Directions:** Check the box(es) next to the program(s) in which your school participates.

<input checked="" type="checkbox"/>	Title I Schoolwide Program (SWP)
<input type="checkbox"/>	Title I Targeted Assistance School (TAS)
<input type="checkbox"/>	Title III English Language Acquisition, Language Enhancement, and Academic Achievement
<input checked="" type="checkbox"/>	Extended School-Based Management Model (ESBMM)
<input type="checkbox"/>	Local Initiative School (LIS)
<input type="checkbox"/>	Pilot School
<input type="checkbox"/>	Public School Choice (PSC)
<input type="checkbox"/>	Partnership for Los Angeles Schools (PLAS)
<input type="checkbox"/>	L.A.'s Promise
<input type="checkbox"/>	Reed
<input type="checkbox"/>	Professional Learning Community (PLC)
<input type="checkbox"/>	Small Learning Community (SLC)
<input checked="" type="checkbox"/>	Other: Affiliated Charter
<input checked="" type="checkbox"/>	

**Other important characteristics of the school:**

In addition to being an affiliated charter school, Cleveland became an Extended Expanded School-Based Management Model (ESBMM) school in the 2011-2012. The essential features of the ESBMM Memorandum of Understand (MOU) were included in and expanded in our charter. Our charter allows the school greater local control over decision-making as a means to maximize how the financial and human resources are used to improve academic achievement and enhance the learning experience for all students. Both the school's charter and ESBMM MOU will be renewed in spring 2018.

For the past seven years, U.S. News and World Report has awarded Cleveland a Silver Medal distinction, placing the school in the top 4% of public high schools in the nation. In 2015, Cleveland received one of California's highest educational designations as a Gold Ribbon School and Title I Academic Achievement School. For the past two years, Cleveland has been recognized as a California Star Honor Roll School by the Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) for being a "high performing, achievement gap closing school." Moreover, in 2013 and 2017, our Humanities Magnet was designated as a "School of Excellence" by the Magnet Schools of America for demonstrating a high commitment to academic standards, curriculum innovation, desegregation and diversity efforts, specialized teaching staffs, and parent and community involvement.

In spring 2016, Cleveland was selected as the Local District Northwest secondary school to participate in a Federal Program Monitoring review of the Compensatory Education and English Language Development programs, and in February 2017 at the completion of the review, Cleveland was not issued any findings for either program by the CDE's visiting team.

## LAUSD School Review Process Recommendations

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

**School Improvement Grant (SIG)**

**WASC Recommendations**

**WASC Accreditation Results:** 6 years

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

The WASC Visiting Committee concurred with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

- (1) There is a continuing need to increase student outcomes in English, mathematics, science and social studies courses, especially the introductory-level classes.
- (2) There is a need to increase student outcomes for Long Term English Learners (LTELs), especially those who are also a part of the special education program.
- (3) There is a continuing need to increase the percentage of underrepresented students fulfilling graduation and a-g requirements and enrolling in honors and AP courses.

The Visiting Committee identified no additional areas that need to be strengthened. The school will have its next accreditation visit in spring 2020.

On February 8, 2018 Cleveland submitted its Renewal Petition to the Charter Schools Division. The Petition was approved by consent of the LAUSD Board of Education on April 3, 2018 for the term of five years beginning July 1, 2018 through June 30, 2023. Three additional academic benchmarks were given to Cleveland.

- (4) Provide evidence to demonstrate growth of at least one performance level per academic year on the Math indicator for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), for Students with Disabilities, with the goal of achieving and maintaining the "Green" performance level or higher on this indicator.
- (5) Provide evidence to demonstrate growth of at least one performance level per academic year on the English Language Arts indicator for measuring "Academic Performance" on the California School Dashboard, as reported by the California Department of Education (CDE), for English Learners, with the goal of achieving and maintaining the "Green" performance level or higher on this indicator.
- (6) Provide evidence to demonstrate growth of at least one performance level per academic year on the English Learner Progress indicator for measuring "English Proficiency" on the California School Dashboard, as reported by the California Department of Education (CDE), for English Learners, with the goal of achieving and maintaining the "Green" performance level or higher on this indicator.

## 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	The School Site Council reviewed the results of the comprehensive needs assessment (2/27/2018). A discussion of how that might affect what the Title I (7S046) currently funds. As more information becomes available, the committee received further updates, which included requests for funding from this year's allocation. Based on the results of the Comprehensive Needs Assessment and discussions of the SPSA, the Title I (7S047) and Title I Parent Involvement (7E046) budgets for 2017-2018 were discussed and approved on April 10, 2018. SSC accepted and approved the ELAC recommendation to approve the 2018-2019 categorical budgets and 2018-2019 draft SPSA (on 4/10/2018).	02/27/2018, 04/10/2018
<input checked="" type="checkbox"/> English Learner Advisory Committee	The current budgets of greatest interest to ELAC (Title I Parent Involvement, Targeted Student Population, TSP Parental Engagement) were all reviewed and discussed (3/15 and 3/23). Members participated in the Comprehensive Needs Assessment of January 2017 and heard the results in March. Based on the results of the Comprehensive Needs Assessment, and input from the principal and SSC, the proposed Title I and TSP budgets were presented to the parents attending the ELAC meeting and felt the budget was in line with their interests and their students' needs. ELAC recommended that the SSC approve the 2018-2019 categorical budgets and draft SPSA.	03/15/2018
<input checked="" type="checkbox"/> Other: Classroom Teachers	Between February 1 and February 9, roughly 60% of the teaching staff returned the Comprehensive Needs Assessment of February 2018. The assessment requested that the teachers rank current expenditures into categories (high priority, some priority and low priority). Funding CSR teachers, copier maintenance, a full-time nurse, a Title I Designee, additional counselors, and an additional psychologist ranked as high priorities. A Pupil Services and Attendance Counselor, IT Support Tech, teachers laptops, student computers and teacher equipment (LCD projectors and digital document readers), tutoring, and SIM all ranked as a medium priorities. Curricular trips, a community representative, and professional development all ranked as low priorities. Every teacher received a copy of the proposed Title I (7S047), Title I Parent Involvement (7E046), Targeted Student Population (10183), and TSP Parental Engagement (10405) budgets. On____, the proposed budgets were distributed to every teacher and they were encouraged to ask questions about the budgets.	02/09/2018
<input checked="" type="checkbox"/> Other: Governance Council	Though the Governance Council does not have a role in approving the Title I budgets, they are always given the opportunity to participate in, analyze and discuss the needs assessment results since the Title I funds have a significant influence on student success.	03/13/2018
<input checked="" type="checkbox"/> Other: Coffee with the Administrators Parent Meeting	The parents of Cleveland students and community members were given an opportunity to complete the Comprehensive Needs Assessment. Their responses are added to the staff responses for a final recommendation. Based on the results of the Comprehensive Needs Assessment, and input from the principal and SSC, the proposed Title I (7S047), Title I Parent Involvement (7E046), Targeted Student Population (10183), and TSP Parental Engagement (10405) budgets were presented to the parents attending the Coffee with the Principal meeting.	02/15/2018, 03/15/2018

Los Angeles Unified School District  
2018-2019 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 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 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 checked="" type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: DataQuest
<input checked="" type="checkbox"/>	Other: MiSiS generated reports
	Other: Library Annual Report

**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**

There appears to be no data more recent than 2015-2016, therefore the goal, as written, of increasing the overall graduation rate is not possible to measure. However, if the 2014-2015 and 2015-2016 dropout rate data are compared, the dropout rate decreased by 2.8%. If the 2014-2015 graduation data are compared to the 2015-2016 data, there is a 3.3% increase in the percentage of graduates.

The available data indicate that the school is generally successful in graduating the students. Most data refers to "on track for" or "moving toward" graduation and the cohort graduation data currently available is from 2015-2016. The DataQuest 2014-2015 data indicates that on 58% of ELs and 58% of SWDs graduate in four years, and 2015-2016 data for the same two groups indicates a decrease in the EL graduation rate of 2.0%, and for SWD an increase of 2.9%. These two subgroups comprise 22.9% of the school population. The EL population (400 students) is constantly changing as new students arrive and when students successfully reclassify. The SDP population is stable and most eventually graduate, though it may take more than four years.

DataQuest indicates that, for the school years 2009-2010 through 2015-16, Cleveland's rate has been inconsistent with an overall trend to decrease the dropout rate. The percentage of dropouts for those years are: 2009-2010 11.2%, 2010-2011 13.5%, 2011-2012 12.1%, 2012-2013 11.0%, 2013-2014 18.8%, and 2014-2015 10.2%, and 2015-2016 7.4%.

MiSiS Distribution of Marks reports indicate a decrease in the percentage of Ds and Fails on the final spring grade report, in both ELA and Math, when comparing school years 2015-2016 and 2016-2017. ELA Ds and Fails decreased 4.8% and Math decreased 8.2%.

The CA Dashboard indicates Cleveland's Graduation Rate Status for Fall 2017 is "green" at 87.8% with an increase of 4.8%. Two subgroups didn't rank as "green." ELs (at 55.5%) and SWDs (at 61%) both had a status of "red."

Cleveland's Library serves all core academic classes and is open to students before school, lunch, nutrition and after school. In 2016-2017, the Library was visited 61,111 times by non-classroom visits, 396 times by classrooms, and 1,944 times by students with passes during the school day.

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

The DataQuest 2014-2015 data indicates that on 58% of ELs and 58% of SWDs graduate in four years, and 2015-2016 data for the same two groups indicates a decrease in the EL graduation rate of 2.9%, and SWD an increase of 2.9%. These two subgroups comprise 22.9% of the school population. The EL population (400 students) is constantly changing as new students arrive and other students successfully reclassify. The SDP population is stable and most eventually graduate, though it may take more than four years.

**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**

Since the data sources changed, we cannot determine if the goal was met.

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

N/A

**State the School's Measurable Objective(s) for 2018-19. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required if this Goal is addressed.**

Using California School Dashboard data, Cleveland will increase the overall (all students) graduation rate from 87.8% to 89.8% by June 2019.

Likewise, the graduation rate for English Learners and Students with Disabilities will increase 2.0%; ELs from 55.5% to 57.5% and SWDs from 61.0% to 63.0% by June of 2019.

\*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
<ul style="list-style-type: none"> <li>Review quarter, midterm, and final marks to determine students who are at-risk of not passing classes.</li> <li>Pinpoint key students in each class who are not passing and provide additional support.</li> <li>Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process through Instructional Rounds.</li> <li>Share best practices and conduct lesson studies based on effective strategies to meet the needs of underrepresented students. (WASC #1 &amp; 3)</li> <li>Collaborate and further their learning by implementing commonly established effective literacy strategies and rubrics.</li> <li>Identify students at risk of not meeting graduation through Individual Graduation Plan (IGP) and small learning community meetings, teacher referrals, and progress monitoring.</li> <li>With the assistance of the Title I Designee and counselors, review disaggregated data on graduation rates, postsecondary options, other indicators to evaluate the success of school programs, and PD evaluations.</li> <li>Bring teachers together for a Summer PD Institute (about 90 teachers for 6 hrs on Aug 8 and 9 [no room prep time] - \$85,400) to review data; discuss best practices and model lessons; review WASC and Charter benchmarks and develop practical strategies to best accomplish them in departments and SLCs; demonstrate and train how to integrate technology into lessons; review, discuss and develop strategies to help students break down social/emotional barriers to academic success; and resolve the disparities in D/F rates.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>Master schedule</li> <li>Grade distribution</li> <li>Interim Assessments</li> <li>SBAC data</li> <li>Department and/or teacher-created assessments</li> <li>MiSiS data</li> <li>LAUSD School Report Card</li> <li>Honors and AP course enrollment</li> <li>Career and College Center logs</li> <li>Student and parent surveys</li> <li>Participation report</li> <li>Counselor logs</li> <li>Deans logs</li> <li>Tutoring logs</li> <li>PD Evaluations</li> <li>CA Dashboard</li> </ul>



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Title I Designee will:</p> <ul style="list-style-type: none"> <li>• Develop and conduct professional development activities, including the facilitation of effective instructional programs for at-risk students such as monitoring student progress and using the data to provide targeted intervention</li> <li>• Facilitate meetings to develop the use of academic language, and provide opportunities for engaged student and parent discussion with effective question.</li> <li>• Conduct program/student evaluation activities and to make appropriate recommendations for modifications those programs</li> <li>• Ensure the compliant functioning of the School Site Council (SSC)</li> <li>• Analyze data for students needing intervention in support tutoring and intervention classes after school tutoring programs</li> <li>• Post school webpage documents to include information about upcoming parent workshops, student interventions, and school-wide testing dates in the parent's primary language</li> <li>• Ensure federal budget compliance when allocating and spending funds from 7S046 and 7E046</li> </ul>	<p>07/02/2018 06/28/2019 New</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Grade distribution</li> <li>• Interim Assessments</li> <li>• SBAC data</li> <li>• Department and/or teacher-created assessments</li> <li>• MiSiS data</li> <li>• LAUSD School Report Card</li> <li>• Honors and AP course enrollment</li> <li>• Career and College Center logs</li> <li>• Student and parent surveys</li> <li>• Participation report</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• PD Evaluations</li> <li>• CA Dashboard</li> </ul>
<p>The Secondary Counselor will:</p> <ul style="list-style-type: none"> <li>• Assist at-risk students with more individual attention to insure that they are on track to pass their core a-g courses and meets or exceeds standards on the SBAC tests</li> <li>• Monitor grades and conduct quarterly credit audits to help determine student academic needs, at-risk factors for graduation, and program students into appropriate a-g courses and intervention opportunities as needed</li> <li>• Assist in developing, implementing, and monitoring various intervention programs by using teacher input and recommendations from SSPT teams for at-risk students to include core a-g courses and SBAC scores</li> <li>• Develop and implement Individual Graduation Plans (IGP), meet with students and families on a one-to-one basis throughout the school year to go over the plan and note student progress, college and career readiness, and/or risk factors</li> </ul>	<p>07/02/2018 06/28/2019 New</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Grade distribution</li> <li>• Interim Assessments</li> <li>• SBAC data</li> <li>• Department and/or teacher-created assessments</li> <li>• MiSiS data</li> <li>• LAUSD School Report Card</li> <li>• Honors and AP course enrollment</li> <li>• Career and College Center logs</li> <li>• Student and parent surveys</li> <li>• Participation report</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• PD Evaluations</li> <li>• CA Dashboard</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	30047008	N/A	117360	115,775	1.00	100
CE-ESSA T1 Schools( 7S046 )		110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	30332292	N/A	110161	115,775	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046 )	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	157,903		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>• Curriculum will be extended beyond the classroom so that at students – especially Students with Disabilities and English Learners – receive hands-on experiences. Curricular trips will include will include the Museum of Tolerance (1 trip - 2 buses - teachers can provide students with a deeply personal understanding of the Holocaust, as can the use of carefully selected primary-source materials. - students will read Night), California Science Center (1 trip - 1 bus), Natural History Museum (1 trip - 2 buses - exhibits on world ecosystems [SWD classes]), Griffith Observatory (1 trip - 1 bus - study of the solar system [SWD classes]), and post-secondary institutions [CSUN] (1 trip - 1 bus - EL classes) [UCLA] (1 trip - 3 buses - AOAT ) to extend learning opportunities for students, reinforce language acquisition, and promote career-college readiness.</p>	<p>07/02/2018 06/28/2019</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Distribution of Marks</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MiSiS</li> <li>• Honors and AP course enrollment</li> <li>• Career and College Center logs</li> <li>• SBAC data</li> <li>• Student and parent surveys</li> <li>• Participation report</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• CA Dashboard</li> </ul>
<p>• Supplemental Instructional Materials (SIM) to assist students not meeting proficiency in grades 9 through 12 in ELA copies of Romeo and Juliet (60 @ \$5.30), Hamlet ((80 @ \$5.02), Julius Caesar (60 @ \$5.59); additional copies of When They Call You a Terrorist: A Black Lives Matter Memoir by Patrisse Cullors (50 @ \$16.99); and three classroom sets of The Color of Water by James McBride (120 @ \$12.21)], Science [classroom sets of Argument-Driven Inquiry that support the NGSS (6 @ \$31.85)] or Social Studies classes [Lanahan Readings in the American Polity by Ann Serow (120 @ \$42.32), Digital purchase - History Sage U. S. History: Redesigned Lecture Notes, Comprehensive Exams, and PowerPoint Presentations by the History Sage, World History: Redesigned Lecture Notes, Comprehensive Exams, and PowerPoint Presentations by the History Sage, and European History: Redesigned Lecture Notes, Comprehensive Exams, and PowerPoint Presentations by the History Sage (1-5 sets for total of \$1,210), Western Civilization: Sources, Images, and Interpretations from Renaissance to the Present by Dennis Sherman (5 @ \$64.99), The Economics Book: Big Ideas Simply Explained by DK (100 @ \$17.95), The Politics Book: Big Ideas Simply Explained by DK (100 @ \$18.16)] and the Library [Fiction: Dear Martin by Nic Stone (2 @ \$ ), I Am Not Your Perfect Mexican Daughter by Ericka L. Sanchez (2 @ \$ ), Long Way Down by Jason Reynolds, When Dimple Met Rishi by Sandhya Menon (2 @ \$ ), Piecing Me Together by Renee Watson (2 @ \$ ); Non-Fiction Eyes of the World: Robert Capa, Gerda Taro, and the Invention of Modern Photojournalism by Marc Aaronson &amp; Marina Budhos (2 @ \$ ), #NotYourPrincess: Voices of Native American Women by Lisa Charleyboy &amp; Mary Beth Leatherdale, eds. (2 @ \$ ), One Last Word: Wisdom from the Harlem Renaissance by Nikki Grimes (2 @ \$ ), The 57 Bus by Dashka Slater (2 @ \$ ), and Rest in Power: The Enduring Life of Trevor Martin by Sybrina Fulton and Tracy Martin (2 @ \$ )] for a total of \$14,023.</p>	<p>07/02/2018 06/28/2019 New</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Distribution of Marks</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MiSiS</li> <li>• Honors and AP course enrollment</li> <li>• Career and College Center logs</li> <li>• SBAC data</li> <li>• Student and parent surveys</li> <li>• Participation report</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• CA Dashboard</li> </ul>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>Utilize additional 60 (3 sets of 20) TI-89 Graphing Calculators (about \$125/calculator) with Special Education Algebra I classes so that all students can access the curriculum.</li> </ul>	07/02/2018 06/28/2019 New	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>Master schedule</li> <li>Distribution of Marks</li> <li>Interim Assessments</li> <li>Department and teacher-created assessments</li> <li>MiSiS</li> <li>Honors and AP course enrollment</li> <li>Career and College Center logs</li> <li>SBAC data</li> <li>Student and parent surveys</li> <li>Participation report</li> <li>Counselor logs</li> <li>Deans logs</li> <li>Tutoring logs</li> <li>CA Dashboard</li> </ul>
<ul style="list-style-type: none"> <li>Also purchase approximately 27 additional Dell Latitude 3189 laptops for teachers in the Special Day Program to have a close a 1 to 1 ratio of laptops to students. This will help change the teachers' instructional delivery and allow them to differentiate instruction that integrates technology, creativity and critical thinking.</li> </ul>	07/02/2018 06/28/2019 New	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>Master schedule</li> <li>Distribution of Marks</li> <li>Interim Assessments</li> <li>Department and teacher-created assessments</li> <li>MiSiS</li> <li>Honors and AP course enrollment</li> <li>Career and College Center logs</li> <li>SBAC data</li> <li>Student and parent surveys</li> <li>Participation report</li> <li>Counselor logs</li> <li>Deans logs</li> <li>Tutoring logs</li> <li>CA Dashboard</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	50174 - CURRICULAR TRIPS	N/A	N/A	50174	3,700		100
CE-ESSA T1 Schools( 7S046 )	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	21,000	0.00	100
CE-ESSA T1 Schools( 7S046 )	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	7,900	0.00	100
CE-ESSA T1 Schools( 7S046 )	1000	40124 - NON-CAP EQUIP CLSRM	N/A	N/A	40124	14,009	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Provide and expand extended learning opportunities Tutor Teacher X-Time.                             <ul style="list-style-type: none"> <li>o Department tutoring plans for Fall 2018 are: ELA 1 "Student Day" on a Saturday (after Thanksgiving) involving 10 teachers working with their students on re-doing work or missed lessons for 4 hours, a 2 hour "Writing Seminar" in which 2 teachers and graduates work with specific writing assignments; Math will have 3 teachers (one each tutoring in Algebra 1, Algebra 2, and Geometry after the 5th week of each semester) tutoring once each week; the 3 Magnet teachers tutoring ELA students in writing (after school, once a week after the 5th week of school); and up to three teachers of students in the Special Education department tutoring in Algebra 1 and Geometry, and Reading Comprehension.</li> <li>o Offer additional targeted tutoring after school, as well as Saturdays</li> <li>o Develop onsite credit recovery classes and remediation electives throughout the year, including before school, during school, after school, and Saturdays.</li> <li>o Continue to provide after school, during school, and Saturday credit recovery interventions (including the Independent Instruction lab (IILab). The curriculum is teacher designed, but the interventions are not a duplicate of what is taught in the classroom. It is significantly different from the curriculum used during the semester where the students have not demonstrated success.</li> <li>o Use copiers to duplicate intervention materials for our intervention program.</li> </ul> </li> </ul> <p>Intervention programs will begin after the first five weeks of instruction. The program will run Tuesday, Wednesday and Thursday during the week and on Saturdays. This program along with general funded program will run all year long for students needing additional assistance in various content areas.</p>	07/02/2018 06/28/2019	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Distribution of marks</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MiSiS</li> <li>• Teacher and Student Evaluations</li> <li>• CA Dashboard</li> </ul>
<ul style="list-style-type: none"> <li>• Provide Other Non-Instructional Contract for copying of teacher generated materials.</li> </ul>	07/02/2018 06/28/2019 New	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Distribution of marks</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MiSiS</li> <li>• Teacher and Student Evaluations</li> <li>• CA Dashboard</li> </ul>
The Pupil Services and Attendance Counselor will: <ul style="list-style-type: none"> <li>• Facilitate SART meetings for students who are habitually truant (prepare for SARB if further interventions are needed)</li> <li>• Assess schools' data trends related to student enrollment, attendance, adjustment, academic achievement, and graduation</li> <li>• Create and implement differentiated prevention, intervention and recovery efforts using evidence based strategies and a tiered approach to improve individual and school-wide outcomes</li> <li>• Implement strategies and activities to increase student attendance rates among identified, targeted student groups and monitor individual student attendance plans</li> </ul>	07/02/2018 06/28/2019 New	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Distribution of marks</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MiSiS</li> <li>• Teacher and Student Evaluations</li> <li>• CA Dashboard</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	19,997		100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	3110	12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	N/A	N/A	12103	120,992	0.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	24,914	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The PSA Counselor and Community Representative will:</p> <ul style="list-style-type: none"> <li>• Design additional parent workshops and activities during and after school on how to support and minimize barriers to graduation (e.g. How to Reduce Bullying, How to Recognize Substance Abuse, How to Control Anxiety, How to Enhance Self-Esteem, Changes Brought by Every Student Succeeds, and How to Enhance Positive Communication at Home). Workshops are generally held in the Parent Center on a weekly basis throughout the academic year.</li> <li>• Communicate regularly with parents about student progress via phone calls, email communication, social media, Remind app, school marquee, Facebook, school website, letters mailed home, conferences, and meetings, on at least a quarterly basis.</li> <li>• Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Notify parents immediately if attendance issues develop and plan interventions as necessary.</li> <li>• Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities.</li> <li>• Develop additional evening and weekend activities and events through small learning communities and academic programs that provide parents the opportunity to meet with teachers and discuss student progress.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Analysis of Parent Center calendars and sign-ins</li> <li>• Participation in Coffee with the Principal</li> <li>• MiSiS</li> <li>• Workshop evaluations</li> <li>• PSA Counselor logs</li> </ul>

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

Los Angeles Unified School District  
2018-2019 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 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 checked="" type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: DataQuest
	Other: MiSiS generated reports

**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**

2017 CAASPP Results

The results of the 2017 ELA SBAC indicate that 65.97% of Cleveland’s total student tested met or exceeded the standards. Most subgroups experienced a decline when comparing 2016 and 2017 SBAC scores (groups that declined were African American, ELs, Filipino, Latino, and Socioeconomically Disadvantaged). Interestingly, the SWDs increased 3.95% (other increasing groups were Asian, and White).

ELA Grade Distribution:

The number of students receiving D’s and F’s at the final grading period in spring 2017 was: D’s – All grade levels 11% - 15% for 9th and 9% for 10th grade students.In the same time period. F’s - All levels 9% - 14.7% for 9th and 10.5% for 10th.

The number of students receiving D’s and F’s at the final grading period in spring 2016 was: D’s – All grade levels 9% - 15% for 9th and 9% for 10th grade students.In the same time period. F’s - All levels 10% - 23.2% for 9th and 7.1% for 10th.

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

In general, as students and teachers become more familiar with SBAC testing, students will become more successful. The key finding concerning the school's EL population is that there are students who may have been in school for 13 months , may have been required to take the ELA 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**

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**

Cleveland did not meet either of its measurable objectives. The percentage of students who Meet or Exceeded the Standard on the 11th grade CAASPP in ELA decreased by 3.04% in 2017 from 69% in 2016 to 66 in 2017. The number of 9th and 10 grade students receiving Ds and Fails on the final report card actually increased by 0.42% between spring 2016 and spring 2017. Selected ELA and RSP collaborative teachers will participate in a two-day RSP collaborate professional development. All teachers will complete at least one SEL and one CRRE professional development opportunity.

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

N/A

**State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required**

The school will increase the percentage of students who Meet or Exceed the Standard on the 11th grade on the CAASPP in ELA by at least 5% from 66% to 71% by June 2019

Reduce the number of 9th and 10 grade students receiving Ds and Fails in Algebra One classes on the 10-week report card in 2018-2019 from 70 % to 65 %

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>PD Tuesdays</p> <ul style="list-style-type: none"> <li>Utilize instructional coach to lead PD and assist teachers with identifying student skills gaps.</li> </ul> <p>Teacher X-Time and Staff training Rate</p> <ul style="list-style-type: none"> <li>Provide Math, LTEL, and integrated ELD teachers will receive at least two additional trainings on integrated EL and literacy strategies. (CSD #2)</li> <li>Provide all Math teachers receive at least two additional trainings incorporating data dialogue, and integrated EL and literacy strategies and project-based learning.</li> <li>Selected ELA and Math RSP collaborative teachers will participate in a two-day RSP collaborate professional development.</li> <li>All teachers will complete at least one SEL and one CRRE professional development opportunity.</li> <li>Set aside time for teachers and administrators to receive supplemental time for teachers to work on lesson design and best practices to address the rigor and differentiate instruction for the Common Core State Standards (CCSS) and to revise curricula based on CCSS literacy standards.</li> <li>100% LTEL, and integrated ELD teachers will receive at least two additional trainings on integrated EL and literacy strategies.</li> <li>Selected ELA and RSP collaborative teachers will participate in a two-day RSP collaborate professional development.</li> <li>Expand teacher-led workshops (e.g. Courageous Conversations and Best Practices PDs) that focus on current educational practices and meet the local needs of the school based on data-determined low performing areas through professional development.</li> <li>Provide teachers, administrators, and other staff with collaboration time on differentiated instruction through the use of thinking maps and other graphic organizers, GATE instruction to offer rigorous yet differentiated instruction to all students especially those who are underperforming, academic language, accessing prior knowledge, CRRE, questioning techniques, debates (e.g. SPAR, mock trials, simulations), Socratic seminars, cooperative learning, cooperative learning, BEALS, ELD and Mastery Learning strategies and integrating technology to increase student proficiency in reading and comprehending literary and informational texts independently.</li> </ul> <p>Teacher Release Day and Teacher X time for opportunities both during and beyond the school day to:</p> <ul style="list-style-type: none"> <li>Offer teachers and administrators the opportunity to review English, Social Studies, and Science performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic and career technical education (CTE) standards, and CCSS.</li> <li>Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process through Instructional Rounds.</li> <li>Build in time for teachers to share best practices and conduct lesson studies based on effective strategies such as inquiry-based instruction and text-dependent analysis to meet the needs of all learners through professional development.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, TSP, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>Marks analysis</li> <li>Master schedule</li> <li>Interim Assessments</li> <li>Department and teacher-created assessments</li> <li>MISIS</li> <li>SBAC data</li> <li>Student surveys</li> <li>Counselor logs</li> <li>Deans logs</li> <li>Tutoring logs</li> <li>PD Evaluations</li> </ul>



- Design more activities to assist teachers with helping students utilize assessments to evaluate, reflect, and modify individual learning plans.
- Assist teachers with developing additional strategies to help students monitor their own learning and communicate academic needs.  
Have teachers collaborate and further their learning by implementing commonly established effective literacy strategies and rubrics.
- Share best practices and conduct lesson studies based on effective strategies to meet the needs of underrepresented students.(WASC #1 & 3)
- Bring teachers together for a Summer PD Institute, prior to the start of school, to review data; discuss best practices and model lessons; review WASC and Charter benchmarks and develop practical strategies to best accomplish them in departments and SLCs; demonstrate and train on how to integrate technology into lessons; review, discuss and develop strategies to help students break down social/emotional barriers to academic success; and resolve the disparities in D/F rates.

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 Language Arts*

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The two ELA Class size Reduction Teachers will:</p> <ul style="list-style-type: none"> <li>• Reduce class sizes for English courses – American Literature, World Literature, English 9A and 10A, and Strategic Literature 1A</li> <li>• Facilitate better mastery of content and skills necessary for CCSS ELA courses</li> <li>• Actively involved in Professional Learning Communities (PLC) to work with and support colleagues</li> <li>• Assist with development of ELA support class curriculum that helps at-risk students including English Learners, Long-term English Learners, and students with disabilities</li> </ul> <p>• Expand literacy skills workshops for students who need additional support with key CCSS and academic content standards during “Student Days” where students spend Saturdays working with various teachers on specific academic challenges. This also serves as “grade recovery” for students who need added motivation and success.</p> <p>• Build into the master schedule additional two-hour block reading classes for 9th and 10th grade students who need support in English.</p> <p>• Provide and expand extended learning opportunities:</p> <ul style="list-style-type: none"> <li>o Group students who have English 9 and 10 and provide additional support and peer tutoring and writing seminars provided by proficient 11th and 12th grade students.</li> </ul> <p>• Consider ways to maximize faculty expertise in staffing introductory level core content classes.</p> <p>• Expand outreach programs with, and offer curricular trips to, post-secondary institutions (CSUN, UCLA, CSULB), community organizations, and local businesses to extend learning opportunities for students, reinforce language acquisition, and promote career-college readiness.</p> <p>• Provide two CSR teachers (and 4 days each of day-to-day substitute time) to decrease the pupil/teacher ratio in English-Language Arts, and provide four days of day-to-day substitute time for each teacher’s absences. Reduce class size in core content areas to provide for more in-class instructional support. Typically the CSR will be in 9th grade but the grade level will be revisited at the beginning of the year and the assignment will be on the most impacted grade level for English classes.</p> <p>• Assign educational resource aide to assist students not meeting proficiency on SBAC and other diagnostic tests in the Computer Lab (primarily with ReadTheory and lightSail)</p>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, EL Designee, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• PD Evaluations</li> </ul>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
For each of the two CSR teachers four days of Day-to-Day Substitute Benefited Absence are budgeted to cover the benefited absence of register carrying/class-size reduction (CSR) teachers purchased from Title I.	07/02/2018 06/28/2019 New	The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, EL Designee, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• PD Evaluations</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30434543	N/A	13641	111,682	1.00	100
CE-ESSA T1 Schools( 7S046 )		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30434542	N/A	13641	111,682	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	2,868		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
<ul style="list-style-type: none"> <li>• Utilize Title I Designee [with the assistance of an Ed. Aide II], school psychologist, Itinerant Nurse, PSA Counselor, a-g Counselor, Bridge Coordinator to identify at-risk students and monitor and assist with the student's progress.</li> </ul> <p>Maintain dedicated counselors to work with the specific needs of ELD and students with disabilities in core academic areas. (CSD #1)</p> <ul style="list-style-type: none"> <li>• Arrange for peer tutors to assist with students not meeting proficiency.</li> <li>• Utilize supplemental instructional materials, equipment (including classroom computers and printers, an IT Support Tech, and copiers [Other Non-Instructional Contracts]), and software to assist students who are not meeting proficiency.</li> <li>• Support and expand tutoring programs (using Teacher Tutor X-time), as well as peer tutoring (including SAS Buddies program)</li> <li>• Provide and expand extended learning opportunities:                             <ul style="list-style-type: none"> <li>o Offer additional targeted tutoring after school in four core departments, as well as Saturdays (using Tutor Teacher X-time). This generally concentrates on 9th and 10th grade students since district provided credit recovery programs are currently in place.</li> </ul> </li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, TSP, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• Teacher and Student Evaluations</li> <li>• PSA Counselor logs</li> </ul>
<p>The Microcomputer Support Assistant or IT Support Technician will:</p> <ul style="list-style-type: none"> <li>• Service and maintain student computer labs located in the Administration, B, C, D, E, F, G, H, and J buildings and the library</li> <li>• Assist with the implementation of technology based intervention like LightSail and TenMarks</li> <li>• Diagnose and service classroom and office computers to include internet connectivity, software updates/installations, and peripheral devices.</li> <li>• Diagnose and repair basic technology related problems throughout the campus and make contact with ITD regarding these issues.</li> <li>• Assist in ordering and installing technology related supplies</li> <li>• Assist with inservices for teachers, staff, and administration when new and or updated technology and/or applications are released</li> <li>• Troubleshoot and assist with remote devices that are linked with computers throughout the campus</li> </ul>	<p>New</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, TSP, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• Teacher and Student Evaluations</li> <li>• PSA Counselor logs</li> </ul>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Education Aide II will:</p> <ul style="list-style-type: none"> <li>• Collects and distributes materials to classrooms and offices; delivering supplies, equipment and other items</li> <li>• Maintaining copy machines and ordering supplies for them</li> <li>• Making photocopies for various teachers and offices</li> <li>• Make home contacts (by phone) to review district programs with parents</li> <li>• Counsel individual students on completion of important paperwork for district programs</li> <li>• Assist, as necessary in answering phones and taking messages (for part of the day)</li> <li>• Assist visiting parents in locating the correct office</li> </ul>	New	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, TSP, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• Teacher and Student Evaluations</li> <li>• PSA Counselor logs</li> </ul>
<p>The Education Resource Aide will:</p> <ul style="list-style-type: none"> <li>• Enhance literacy, numeracy and skills required for academic achievement in courses including core classrooms, support classes, and in computer labs</li> <li>• Provide one-on-one tutoring to reinforce the classroom lesson provided by highly qualified teachers</li> <li>• Assist with organizing instructional and other materials for student intervention</li> <li>• Assist with student, parent, and community involvement activities during the regular day</li> <li>• Assist with ReadTheory and LightSail computer programs for students in both the computer lab and classroom</li> </ul>	New	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, TSP, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• Teacher and Student Evaluations</li> <li>• PSA Counselor logs</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	2100	25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	30430825	N/A	25690	69,491	1.00	100
CE-ESSA T1 Schools( 7S046 )		24460 - ED AIDE II C1T/05 (6 Hrs / 5 Days)	30085208	N/A	24460	42,579	1.00	100
CE-ESSA T1 Schools( 7S046 )		20654 - ED RESOR AIDE C1T/5 (6 Hrs / 5 Days)	30090629	N/A	20654	44,165	1.00	100

Academic : English Language Arts

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

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

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status		Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
<ul style="list-style-type: none"> <li>• Design monthly/weekly (as is appropriate) parent workshops and activities during and after school by administrators, counselors, and ELA teachers on strategies to support and minimize barriers to student achievement, offer parental support on interpreting CCSS and assessment results.</li> <li>• Communicate regularly with parents about student progress via phone calls, email communication LAUSD Parent Passport (PASSport), school marquee, social media, Remind app, Facebook, school website, letters mailed home, conferences, and meetings.</li> <li>• Expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities.</li> </ul>				07/02/2018 06/28/2019		The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, TSP, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• Teacher and Student Evaluations</li> <li>• PSA Counselor logs</li> </ul>		
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Los Angeles Unified School District  
 2018-2019 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 checked="" type="checkbox"/>	N/A
	Other: DataQuest

**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**

2017 CAASPP Results:

The results of the 2017 Math SBAC indicate that 38% of Cleveland's students tested met or exceeded the standards. There is a significant gap in achievement between the residential students and the magnet students. 75% of our resident students' scores at not met or nearly met the standard while 32% scored at not met or nearly met by the magnet students. The subgroup with the least success on the SBAC was our EL population with 7% students meeting or exceeding the standard, though African American students had a 15% decline from 2016 to 2017.

Math Marks Analysis

The number of students not meeting the standards as indicated by D's and F's at the final grading period in 2017: D's – All grade levels 12% - 9.7% for 9th and 12.4% for 10th grade students. F's – All grade levels 16% - 20.5% for 9th and 20% for 10th grade students.

In spring 2016: D's – All grade levels 11% - 9.4% for 9th and 12.8% for 10th grade students. F's – All grade levels 17% - 14% for 9th grade and 31.9 for 10th grade students.

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

The school did not reach either of its goals for 2017.

**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**

All students in Mathematics classes are taking two Interim Assessments this school year using iPads. 100% of Math will receive at least two additional trainings on integrated EL and literacy strategies. Math teachers will receive at least two additional trainings incorporating data dialogue. Math RSP collaborative teachers will participate in a two-day RSP collaborate professional development. All teachers will participate in at least one SEL and one CRRE professional development opportunity.

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

N/A

**State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required**

The school will increase the percentage of students who Exceed or Meet the Standard on the 11th grade CAASPP by at least 5% from 38% to at least 43% by June 2019.

\*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
<p>PD Teacher X-Time</p> <ul style="list-style-type: none"> <li>Expand teacher-led workshops that focus on current educational practices and meet the local needs of the school based on data-determined low performing areas.</li> <li>Provide teachers, administrators, and other staff with training on differentiated instruction through the use of academic language, accessing prior knowledge, use of iPads with students for Interim Assessments, CRRE, questioning techniques, cooperative learning, cooperative learning, BEALS, ELD and Mastery Learning strategies to increase student proficiency in making sense of mathematical problems and persevering in solving them.</li> <li>Math, LTEL, and integrated ELD teachers will receive additional trainings on integrated EL and literacy strategies. (WASC #2)</li> <li>Selected Math and RSP collaborative teachers will participate in a two-day RSP collaborate professional development.</li> <li>100% of Math teachers will receive at least two additional trainings incorporating data dialogue, and integrated EL and literacy strategies and project-based learning.</li> <li>Train Algebra teachers in IXL, an online intervention tool.</li> </ul> <p>Teacher Release Days</p> <ul style="list-style-type: none"> <li>Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process through Instructional Rounds.</li> <li>Offer teachers and administrators the opportunity to review Algebra I, geometry, and Algebra II performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic and career technical education (CTE) standards, and CCSS.</li> <li>Share best practices and conduct lesson studies based on effective strategies to meet the needs of underrepresented students. (WASC #1 &amp; 3)</li> <li>Bring teachers together for a Summer PD Institute, prior to the start of school, to review data; discuss best practices and model lessons; review WASC and Charter benchmarks and develop practical strategies to best accomplish them in departments and SLCs; demonstrate and train on how to integrate technology into lessons; review, discuss and develop strategies to help students break down social/emotional barriers to academic success; and resolve the disparities in D/F rates.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, EL Designee, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>Marks analysis</li> <li>Master schedule</li> <li>Interim Assessments</li> <li>Department and teacher-created assessments</li> <li>MISIS</li> <li>SBAC data</li> <li>Student surveys</li> <li>Counselor logs</li> <li>Deans logs</li> <li>Tutoring logs</li> <li>PD Evaluations</li> </ul>
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
<ul style="list-style-type: none"> <li>Expand mathematics skills workshops for students who need additional support with key CCSS and academic content standards.</li> <li>Reduce class size in core content areas to provide for more in-class instructional support.</li> <li>Provide and expand extended learning opportunities:                             <ul style="list-style-type: none"> <li>Offer additional targeted tutoring after school, as well as Saturdays (using Tutor Teacher X-time)</li> </ul> </li> <li>Group students who need algebra and geometry assistance and provide additional support and peer tutoring (utilizing IXL software, IDS class).</li> <li>Consider ways to maximize faculty expertise in staffing introductory level core content classes.</li> <li>Utilize supplemental instructional materials, equipment (including classroom computers and printers, and copiers), and mathematics software to assist students not meeting proficiency.</li> <li>Provide a CSR teacher (and 4 days of day-to-day substitute time) to decrease the pupil/teacher ratio in mathematics classes. Reduce class size in core content areas to provide for more in-class instructional support. The CSR will teach primarily Algebra 1 classes.</li> </ul>	07/02/2018 06/28/2019	The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, EL Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>Marks analysis</li> <li>Master schedule</li> <li>Interim Assessments</li> <li>Department and teacher-created assessments</li> <li>MISIS</li> <li>SBAC data</li> <li>Student surveys</li> <li>Counselor logs</li> <li>Deans logs</li> <li>Tutoring logs</li> </ul>
The math CSR teacher will: <ul style="list-style-type: none"> <li>Reduce class sizes for mathematics courses – Algebra 1, Geometry, and Algebra 2</li> <li>Facilitate better mastery of content and skills necessary for CCSS math courses</li> <li>Be actively involved in PD to work with and support colleagues</li> <li>Assist with development of math support class curriculum that helps at-risk students including English Learners, Long-term English Learners, and students with disabilities</li> <li>Develop the use of academic language, and provide opportunities for engaged student discussion with effective question and discussion techniques</li> </ul>	07/02/2018 06/28/2019 New	The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, EL Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>Marks analysis</li> <li>Master schedule</li> <li>Interim Assessments</li> <li>Department and teacher-created assessments</li> <li>MISIS</li> <li>SBAC data</li> <li>Student surveys</li> <li>Counselor logs</li> <li>Deans logs</li> <li>Tutoring logs</li> </ul>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
For each of the math CSR teacher four days of Day-to-Day Substitute Benefited Absence are budgeted to cover the benefited absence of register carrying/class-size reduction (CSR) teachers purchased from Title I.	07/02/2018 06/28/2019 New	The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, EL Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30434544	N/A	13644	111,682	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	N/A	N/A	10562	1,434		100

**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
<ul style="list-style-type: none"> <li>Utilize Title I Designee [with the assistance of an Ed. Aide II], school psychologist, Itinerant Nurse, PSA Counselor, a-g Counselor, Bridge Coordinator to identify at-risk students and monitor and assist with the student's progress.</li> </ul> <p>Maintain dedicated counselors to work with the specific needs of ELD and students with disabilities in core academic areas. (CSD #1)</p> <ul style="list-style-type: none"> <li>Utilize SSPT to assess if language proficiency or other issues are hindering student achievement and provide necessary academic and emotional support.</li> <li>Arrange for peer tutors to assist with students not meeting proficiency.</li> <li>Utilize supplemental instructional materials, equipment (including classroom computers and printers, and copiers), and software to assist students not meeting proficiency.</li> <li>Support tutoring programs (using Teacher Tutor X-time).</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Title I Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>Marks analysis</li> <li>Master schedule</li> <li>Interim Assessments</li> <li>Department and teacher-created assessments</li> <li>MISIS</li> <li>SBAC data</li> <li>Student surveys</li> <li>Counselor logs</li> <li>Deans logs</li> <li>Tutoring logs</li> <li>Teacher and Student Evaluations</li> </ul>

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
<ul style="list-style-type: none"> <li>• Design additional parent workshops and activities during and after school on how to support and minimize barriers to student achievement (e.g., Parents: Success Begins at Home workshop, English Classes for Parents, and Computer Classes for Parents [all conducted in Spanish]).</li> <li>• Offer parental support on understanding CCSS and interpreting assessment results.</li> <li>• Communicate regularly with parents about student progress via phone calls, email communication, Remind app, BEALS, school website, letters mailed home, school marquee, social media, conferences, and meetings.</li> <li>• Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Notify parents immediately if attendance issues develop and plan interventions as necessary.</li> <li>• Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities.</li> <li>• Develop additional evening and weekend activities and events through small learning communities and academic programs that provide parents the opportunity to meet with teachers and discuss student progress.</li> </ul> <p>Parent workshops in math will be provided to cover a variety of topics, such as, Math SBAC, Math Standards, Math Best Practices.</p>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with Faculty [through parent conferences] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Parent conferences about marks analysis, master schedule, Interim Assessments, and SBAC data</li> <li>• Attendance reports from MISIS</li> <li>• Parent surveys and Parent Center logs</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• Teacher, Parent and Student Evaluations</li> </ul>

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

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

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

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:	
<input checked="" type="checkbox"/>	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 type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input checked="" type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: DataQuest
<input checked="" type="checkbox"/>	Other: LAUSD Focus Dashboards
<input checked="" type="checkbox"/>	Other: ELPAC (replaces CELDT)

**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**

Of the 376 currently identified LEP students, 120 (32%) are also considered LTELs, and of this group of 120, 85 (or 71%) are SWDs.

In the 2017-2018 school year, 46 students have reclassified. Of these 46, 100% were LTELs; however, none were also SWDs.

Based on CELDT and RI data, the school's LTEL are not reaching EL proficiency as expected. From 2013-2014 to 2015-2016, the LTEL student population decreased from 65% to 49.1%. In RI, 90% of the ELs who were tested is scoring less than Basic. Both measures show LTELs are not demonstrating significant growth in Reading Comprehension.

On the December 2016 RI Proficiency Test, 417 ELD 1-4 and LTEL students were tested. 372 students (89%) tested in the Below Basic range, 36 students (9%) tested in the Basic range, and 9 students (2%) tested in the Proficient range. No student tested in the Advanced range.

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

LTELs are not consistently demonstrating significant growth in the area of reading comprehension. The Center for Public Education state that " it takes between four and seven years on average for EL students to become proficient in academic English," and yet we are expecting our students to take tests that "native born" students have had twelve years to prepare for. When questioned as to why LTEL students are not reclassifying after three years in the program, teachers felt that (1) many EL students are still lacking foundational reading skills and comprehension, (2) that the majority of students of LTELs are also students with disabilities (with an eligibility of Specific Learning Disability), (3) many students have poor or inconsistent attendance, and (4) the their home environment does not place a high priority on the value of education.

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

N/A

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

The school met the goal to decrease the percentage of LTEL students by at least 5% by June 2016. There were 154 LTEL students in June 2015 and 118 in June 2016, therefore the number of LTELs decreased by 23% (36 students).

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

N/A

**State the School's Measurable Objective(s) for 2018-19. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required**

By June 2019, the percentage of LTEL students will decrease from from 31% to 15%. By October 2019, Cleveland will increase the reclassification rate from 10% to 22%.

\*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.

<b>Focus Area:</b>	<b>Lesson Planning, Data Analysis, and Professional Development</b>	<i>Academic : English Learner Programs</i>
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<ul style="list-style-type: none"> <li>• Provide teachers, administrators, and other staff with training on the new Master Plan for English Learners, ELPAC, RI, BEALS, SDAIE and literacy strategies, graphic organizers, academic language, inquiry-based instruction, text-dependent analysis, accessing prior knowledge, CRRE, cooperative learning to increase student retention and engagement, and designated and integrated ELD strategies and standards.</li> <li>• Examine reclassification data to identify specific students who are not meeting academic standards, analyze current CELDT/ELPAC data to target specific areas of need, review RI levels to develop Lexile goals, and evaluate student High Point summary data to consider instructional areas to address. (CSD #3)</li> <li>• Identify and recommend for additional support students who have not scored early advanced or advanced on the most recent CELDT/ELPAC each year and students who have not scored basic or higher on the RI administered each semester.</li> <li>• Review quarter, midterm, and final marks to determine LTELs who are at-risk of not passing classes and provide early intervention and support to minimize obstacles to student success. (WASC #2 &amp; CSD #2)</li> <li>• Set aside time for teachers and administrators to receive Common Core State Standards (CCSS) training and to revise general education English, social studies, science, English language development curricula and special education courses based on CCSS literacy standards.</li> <li>• Offer teachers and administrators the opportunity to review performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic standards, CCSS, and state EL assessments.</li> <li>• Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process through Instructional Rounds.</li> <li>• Provide further training to LTEL teachers and teachers of Integrated ELD classes. (WASC #2)</li> <li>• Build in time for teachers to share best practices and conduct lesson studies based on effective strategies to meet the specific needs of LTELs through professional development (Teacher X-time). (WASC #2)</li> <li>• Promote additional collaborations between instructional staff and community resources to continuously improve the curriculum and actively involve students in learning that is relevant and rigorous.</li> <li>• Have teachers collaborate and further their learning by implementing effective commonly established and research-driven literacy strategies and rubrics.</li> <li>• Allocate time to train classified staff and faculty on identification and monitoring of student data, including attendance, discipline, and marks analysis.</li> <li>• Conference Attendance to provide teachers opportunities to acquire new strategies to teach targeted student population.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with CGC, Administrators, SSC, ELAC, Curriculum Council, EL Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> <li>• High Point summary sheets</li> <li>• PD Evaluations</li> </ul>



- Coordinators and Instructional Coach will analyze data to support SSPT and intervention services.
- Share best practices and conduct lesson studies based on effective strategies to meet the needs of underrepresented students. (WASC #3)
- Bring teachers together for a Summer PD Institute, prior to the start of school, to review data; discuss best practices and model lessons; review WASC and Charter benchmarks and develop practical strategies to best accomplish them in departments and SLCs; demonstrate and train on how to integrate technology into lessons; review, discuss and develop strategies to help students break down social/emotional barriers to academic success; and resolve the disparities in D/F rates.
- EL Designee and Instructional Coach will conduct PD for all teachers regarding the impact the ELPAC and how to interpret their students scores. Separate PD sessions will be held for teachers of Integrated ELD classes regarding best practices and strategies.

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
<ul style="list-style-type: none"> <li>• Evaluate master schedule and provide appropriate sections of sheltered and LTEL classes. (WASC #2)</li> <li>• Go over marks analysis to determine correct placement of students in sheltered and general education classes.</li> <li>• Assess student proficiency and divide students into groups for LTEL electives: emerging, expanding, bridging levels. (WASC #2)</li> <li>• Provide and expand extended learning opportunities, credit recovery classes, online classes, and remediation electives, before, during, and after school as well as Saturdays (using Tutor Teacher X-time), which will allow for highly qualified teachers to tutor and provide intervention services to at risk English Learners in order to meet their English Language Development targets.</li> <li>• Design literacy and mathematical skills workshops for students who need additional support with, the SBAC, and academic content standards.</li> <li>• Assist counselors in placement of EL students in pure sheltered classes when available.</li> <li>• Examine ways to maximize faculty expertise in staffing sheltered, LTEL, and RSP collaborative classes. (WASC #2)</li> <li>• Use bilingual paraprofessionals to support ELD and core instruction and intervention programs for EL Designee.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, EL Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Tutoring logs</li> </ul>

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				

**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
<ul style="list-style-type: none"> <li>• Determine students who are making progress and acknowledge them with certificates and invitations to assemblies with motivational speakers.</li> <li>• Increase use of ReadTheory and LightSail online programs to enhance vocabulary deveopment, reading comprehension, and inference-making skills.</li> <li>• Utilize SSPT and IEP teams to determine academic support needed for struggling students.</li> <li>• Have EL Designee, Instructional Coach, school psychologist, Itinerant Nurse, PSA Counselor, a-g Counselor, Bridge Coordinator to identify at-risk students and monitor and assist with the student's progress.</li> <li>• Make available bilingual staff and students to provide for more student support.</li> <li>• Maintain dedicated counselors to work with the specific needs of ELD and LTEL students. (WASC #2)</li> <li>• Develop, provide, and communicate additional support services on campus and in the community to assist with individual needs that may hinder student achievement.</li> <li>• Offer assemblies, guest speakers, and workshops as additional outreach opportunities for students.</li> <li>• Encourage adult mentoring relationships through small learning communities, academic programs, athletic programs, student clubs and organizations.</li> <li>• Support and expand peer programs such as the International Student Leadership Association (ISLA).</li> <li>• Give overview of academic and attendance expectations through freshmen orientation, grade-level assemblies, counselor and parent meetings.</li> <li>• Monitor and circulate reports on student attendance regularly and provide early attendance intervention.</li> <li>• Recognize students for achievement of schoolwide learner outcomes through Cavaliers of the Week, academic pep rallies, luncheons, and assemblies.</li> <li>• Utilize restorative justice techniques to help resolve conflicts and other issues that hinder academic achievement.</li> <li>• Arrange for peer tutors to assist with LTELs. (WASC #2)</li> <li>• Utilize supplemental instructional materials, equipment (including classroom computers and printers, and copiers), copier maintenance and software to assist LTELs. (WASC #2)</li> <li>• Expand outreach programs with, and offer curricular trips to, post-secondary institutions (CSUN, UCLA) community organizations, and local businesses to extend learning opportunities for students, reinforce language acquisition, and promote career-college readiness.</li> <li>• Structure and staff EL assessment "boot camp" during the school day to provide additional support for students.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, EL Designee, Instructional Coach, Newcomer Counselor, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: • Marks analysis • EL Dashboard • Master schedule • Interim Assessments • Department and teacher-created assessments • MISIS data • SBAC data • Student surveys • Counselor logs • Deans logs • Tutoring logs</p>

**Budget**

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Broaden monthly activities to inform parents about various aspects of high requirements provided by our counselors who hold meetings with students and their parents to discuss their Individualized Graduation Plan (IGP), and at other times when requested; during Coffee with the Principal where student academic assessment results are presented and explained in English and Spanish; College Nights in English and Spanish where leaders discuss academic assessment results; individual parent/teacher PHBAO conferences, Instructional Coach holds meeting twice annually to review LTEL goals with families, SLC after school hours student/parent/ teacher intervention meetings, Individualized Education Program (IEP) for students with disabilities also directly address student academic assessment results in English and Spanish. (WASC #2)</li> <li>• Offer parental support on understanding CCSS and interpreting assessment results.</li> <li>• Communicate regularly with parents about student progress via phone calls, email communication, social media, conferences, text messages via the Remind app, school marquee, Facebook, school website, letters mailed home, and meetings.</li> <li>• Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Notify parents immediately if attendance issues develop and plan interventions as necessary.</li> <li>• Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities.</li> <li>• Develop additional evening and weekend activities and events through small learning communities and academic programs that provide parents the opportunity to meet with teachers and discuss student progress.</li> <li>• Conduct parent sessions explaining the ELPAC assessment and interpret the results. Other parent meetings where EL program information can be discussed include: monthly ELAC meetings, Back to School Night and Open House, PHBAO and other parent conferences.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (with CGC, Administrators, SSC, EL Designee, Instructional Coach, and Title I Designee will monitor the following at least four times a year or more often depending on the occurrence of the event: • Marks analysis • EL Dashboard • Master schedule • Interim Assessments • MISIS data • SBAC data • Student surveys • Counselor logs • Deans logs • Tutoring logs • School Experience Survey • Parent Center Surveys • Focus Reports</p>

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

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

**PARENT, COMMUNITY, AND STUDENT ENGAGEMENT**

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
<input type="checkbox"/>	ELPAC
<input checked="" type="checkbox"/>	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 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**

School Report Card – Goal 4: Parent, Student and Community Engagement (Data from 2015-2016 School Report Card)  
 Four out of the following seven statements experienced an increase in the percentage of favorable responses, with three experiencing a decrease in percentage of favorable responses. 79% (+23% from 2014-15) of parents agreed that “I am a partner with this school in decisions made about my child’s education,” 78% (+35% from 2014-15) agreed that “The parent center provides useful resources (information, classes) to help me support my child’s education, 48% (-7% from 2014-2015) agreed that “My child’s teachers let me know about my child’s progress.,” and only 29% (-3% from 2014-2015) stated "I have had a meeting with someone on the school staff to discuss my child’s Individual Graduation Plan;” 57% (+2% from 2014-2015) of students agreed that “The teachers at this school treat students fairly,” 53% (+1% from 2014-2015) agreed that “Adults at this school treat all students with respect,” and 44% (-7% from 2014-2015) agreed that “I have had a meeting this year with someone on the school staff to discuss my Individual Graduation Plan.”

43% (+11% from 2014-2015) of parents, 83% (+1% from 2014-2015) of students, and 96% (+65% from 2014-2015) of staff members completed the 2014-2015 School Experience Survey (The school still needs to increase the percentage of parents participating in completing the School Experience Survey, increase the parent’s knowledge of the value of the Parent Center, increase the percentage of students who feel that all adults treat them with respect, and increase the number of parents who are aware that their students have an annual IGP meeting with their counselor).

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

The last School Report Card shows the greatest area for improvement is in the student responses to "What is it like to be at this school?". I am honestly curious if this means that teachers don't help students, treat them fairly, treat all students with respect, or whether students have a different measure of these questions. It will take carefully constructed questions for group discussions or constructed questions for anonymous surveys of students, and equally careful interpretation of the data to reach any conclusions.

The second area for improvement is with teachers' communication with parents. This will presumably be improved with MiSiS PASSport and Schoology. These programs will allow parent to check attendance and grades in "real time," as well as send messages without the use of an external email system.

Thirdly, since 100% of Cleveland students have a meeting annually with their counselor about their IGP, it would appear that students are not communicating this information to their parents. The school's student/counselor ratio is such that counselors have time to meet with their child's counselor if one is requested.

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

N/A

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

The school achieved two-thirds of their goal which was to increase participation in those parents, students and teachers taking the School Experience survey by 5% for parents, 10% for students, and 50% for staff members. The goal was achieved since 43% (an increase of 11%) of parents completed the survey, 83% (an increase of 1%) of the students completed the survey, and 96% (an increase of 65%) of the staff completed the survey.

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

N/A

**State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required**

By March 2019 parent participation on the School Experience Survey will increase by 7% to 50%, student participation will increase 7% to 90%, and staff participation will increase 2% to 98%.

\*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
<p>The Community Reps will be instrumental in the following areas:</p> <ul style="list-style-type: none"> <li>• Develop additional evening and weekend activities and monthly events through small learning communities (SAS meet and greet activities involving parents and incoming 9th grade students, and AOAT quarterly parent-teacher meetings held after regular school hours to accommodate working parents) and academic programs that provide parents the opportunity to meet with teachers and discuss student progress with the assistance of the Community Representative (e.g., Completing Meal Applications, Coffee with the Principal, Parenting workshops, a-g Graduation Requirements, Management of Emotions, the English Learner Master Plan, Helping Students LTEL Status), and ISLA holds "Dinner and a Meeting" to review EL reclassification progress utilizing the EL Goal sheet. (WASC #2)</li> <li>• Broaden activities to inform parents about various aspects of high requirements provided by our counselors who hold meetings with students and their parents to discuss their Individualized Graduation Plan (IGP), and at other times when requested; during Coffee with the Principal where student academic assessment results are presented and explained in English and Spanish; Senior College Nights and Mornings in English and Spanish, Junior College Knowledge night, and Senior Financial Aid Night to help students and parents prepare for college, FAFSA and UC/CSU application meetings; individual parent/teacher PHBAO conferences, SLC after school hours student/parent/teacher intervention meetings, Individualized Education Program (IEP) for students with disabilities also directly address student academic assessment results in English and Spanish.</li> <li>• Offer parental support on understanding CCSS and interpreting assessment results.</li> <li>• Provide workshops on understanding the Master Plan, LTEL support electives, Modified Consent Decree (MCD) outcomes, and a-g requirements with the assistance of the counselors and the Community Representative. (WASC #2)</li> <li>• Develop additional parental support on understanding PSAT, AP exam, SBAC, and interpreting assessment results.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (Title I Designee, Assistant Principals, Counselors, Community Rep) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• MISIS "Passport"</li> <li>• Parent surveys</li> <li>• Parent Center logs</li> <li>• School Report Card</li> </ul>
<ul style="list-style-type: none"> <li>• Provide Supplemental Instructional Materials (poster chart papers, graphing boards, Spanish brochures) will be purchased to support parents by creating a warm and welcoming environment and assisting parents with completion with the SES. Sample title of books to be ordered include multiple copies of: Raising Lifelong Learners: A Parent's Guide by Lucy Callkins (10 @ \$16.95), Make it Stick: The Science of Successful Learning by Peter C. Brown (5 @ \$22.10), Engaging the Families of ELLs: Ideas, Resources, and Activities by Renee Rubin (5 @ \$34.95), Under the Feet of Jesus by Helena Maria Viramontes (10 @ \$14.20), I am Malala by Malala Yousafazi (10 @ \$9.48), and 7 Habits of Highly Effective Teens by Sean Covey (10 @ \$15.29) for a total of \$844.45.</li> </ul>	<p>07/02/2018 06/28/2019 New</p>	<p>The Principal (Title I Designee, Assistant Principals, Counselors, Community Rep) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• MISIS "Passport"</li> <li>• Parent surveys</li> <li>• Parent Center logs</li> <li>• School Report Card</li> </ul>



Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>• Provide 14 Dell 3189 Laptops (\$505.00 x 14 = \$7,070.00) for parent computer classes that will allow parents learn to access Internet-based applications, email applications, wordprocessing applications, and beginning spreadsheet applications. This will also allow parent to assist their students are expand their own experiences with technology in a nurturing environment in Spanish and English.</p>	<p>07/02/2018 06/28/2019 New</p>	<p>The Principal (Title I Designee, Assistant Principals, Counselors, Community Rep) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• MISIS "Passport"</li> <li>• Parent surveys</li> <li>• Parent Center logs</li> <li>• School Report Card</li> </ul>

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	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	1,500		100
CE-ESSA T1 Sch-Parent Invlmnt( 7E046 )	2100	40125 - NON-CAP EQUIP-OTHER	N/A	N/A	40125	7,310	0.00	100

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

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Notify parents immediately if attendance issues develop and plan interventions as necessary.</li> <li>• Communicate regularly with parents about student progress via phone calls, email communication, Remind app, school website, social media, conferences, school marquee, Facebook, letters mailed home and parent meetings in the Parent Center with the Community Representative.</li> <li>• Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Supplemental Instructional Materials on parenting and ways to help students graduate.</li> <li>• Several of our small learning communities schedule special meeting. Among them are: GAIMS holds parent meetings before Back to School Night and Open House (as does the Humanities Magnet and SAS), includes parents on their advisory board, and participation in film festivals held to celebrate the students' media projects. The parents of EL students have informational meeting two annually, ELAC meetings once a month and meetings with parents of LTEL students to review goals sheets and progress. The Humanities Magnet holds monthly Parent Association Meetings, CORE Experience for Parents (parents go to their children's class and experience what happens in that class), and each of the grade level teams of teachers meet on a separate day of the week to discuss with parents how to best help students who are not necessarily meeting expectations. (WASC #2)</li> </ul> <p>The community rep will provide parent workshop on the SES. The community rep will provide technology (computers, laptops, chrome books, etc.) for the parents, students, and staff to complete the SES. The community rep will make available the computer lab, MPR, auditorium, library, and classrooms for parents, students, and staff to complete the SES.</p>	<p>07/02/2018 06/28/2019</p>	<p>The Principal (Title I Designee, Assistant Principals, Community Rep, PSA Counselor, Newcomer Counselor) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• MISIS "Passport"</li> <li>• Parent surveys</li> <li>• Parent Center logs</li> <li>• School Report Card</li> </ul>

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	21720 - COMMUNITY REP.	N/A	N/A	21720	12,362		100

Los Angeles Unified School District  
 2018-2019 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 type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: CDE DataQuest
<input checked="" type="checkbox"/>	Other: LAUSD Focus Dashboards
<input checked="" type="checkbox"/>	Other: PSA Counselor Reports

**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**

The School Experience Survey indicates that the "students with 96% or higher attendance" rate declined from 80% to 76%. However, our PSA Counselor stated at the February 2017 SSC meeting that the school's joint efforts between our counselors and our PSA has led to an 84.9% attendance of students attending school 96% of the time which is 8.9% higher than the district goal of 71%.

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

Though the school's attendance rate is excellent and surpasses the district rate, the PSA counselor is consistently bringing attendance issues to the attention of students. This continues to include contests for homerooms with perfect attendance the day before and the day after three-day holidays and Winter and Spring breaks.

While the school's chronic absenteeism rate is 9% (LAUSD's rate is 11.7%), certain subgroups have a higher rate than the school's average - Hispanic students have an 11.4% rate and African-American students have an 11.6% rate (LAUSD's rate is 9.0% for both). SWDs (20.4% chronic absenteeism-LAUSD 17.8%) and ELs (17.2% chronic absenteeism-LAUSD 11.9%).

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

N/A

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

The primary reason Cleveland's attendance is improving is attributable to the joint efforts of the PSA counselor and the increased awareness of the benefits of positive attendance. The school is definitely on track to meet its attendance goals.

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

N/A

**State the School's Measurable Objective(s) for 2018-19.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required if this Goal is addressed.**

By June 2019, Cleveland will reduce the percentage of students in the Chronic Absence attendance band from 8.3% to 7.5% as reported by the FOCUS Attendance dashboard.

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

**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
<ul style="list-style-type: none"> <li>• Utilize the services of the Principal, Title I Designee, Counselors, PSA Counselor, Deans, Psychologists, Department chairs, EL Designee, and Newcomer Counselor to assist in providing timely PD, data and sample lesson plans to teachers and staff regarding:                             <ul style="list-style-type: none"> <li>o Attendance, suspensions and expulsion policies</li> <li>o Social and problem solving skills (coming to class prepared and following directions)</li> <li>o Use of restorative justice techniques</li> </ul> </li> </ul>	07/02/2018  06/28/2019	The Principal (with Title I Designee, Counselors, Deans, Psychologists, Department chairs, EL Designee, Instructional Coach, and Newcomer Counselor) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• MISIS</li> <li>• SARC</li> <li>• LAUSD School Report Card</li> <li>• CORE Waiver Status</li> <li>• SBAC data</li> <li>• Student and parent surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Parent Center logs</li> <li>• PD Evaluations</li> </ul>

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 100% Attendance

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

<ul style="list-style-type: none"> <li>• Analyze attendance, discipline referrals, and suspension data to track students who have excessive attendance and discipline issues that may hinder achievement.</li> <li>• Continue to determine social and emotional issues that are obstacles to student success and provide support services to minimize barriers to student success.</li> <li>• Review quarter, midterm, and final marks to determine LTELs who are making progress toward passing classes and provide intervention and support to minimize obstacles to student success. (WASC #2)</li> <li>• Make available additional counselors to provide for more student support.</li> <li>• Maintain dedicated counselors to work with the specific needs of ELD and students with disabilities in core academic areas. (CSD #1)</li> <li>• Expand school psychologist and school Itinerant Nurse services to provide for mental and physical health needs of students.</li> <li>• Utilize Title I Designee [with the assistance of an Ed. Aide II], school psychologist, Itinerant Nurse, PSA Counselor, Bridge Coordinator to identify at-risk students and monitor and assist with the student's progress.</li> <li>• Utilize SSPT and SST to assess issues hindering student achievement and provide necessary academic and emotional support.</li> <li>• Make available bilingual staff and students to provide for more student support.</li> <li>• Encourage adult mentoring relationships through small learning communities, academic programs, athletic programs, student clubs and organizations.</li> <li>• Identify key faculty to facilitate student groups to discuss social, emotional, and personal issues that interfere with academic success.</li> <li>• Support and expand peer programs such as the International Student Leadership Association (ISLA).</li> <li>• Give overview of academic and attendance expectations through freshmen orientation, grade-level assemblies, counselor and parent meetings.</li> <li>• Monitor and circulate reports on student attendance regularly and provide early attendance intervention.</li> <li>• Recognize students for achievement of schoolwide learner outcomes through Cavaliers of the Week, academic pep rallies, luncheons, grade-level assemblies, and Freshman Orientation (held before school in August), attendance assemblies, and publishing honor roll students.</li> <li>• Utilize restorative justice techniques to help resolve conflicts and other issues that hinder academic achievement.</li> <li>• Foster the development of school clubs, organizations, assemblies, and activities to promote academic pride, solidarity, and school spirit.</li> <li>• Establish additional enrichment programs and activities to engage students in the school community, promote campus beautification, a "study hall" every morning and twice weekly after school supervised by deans, and further safe-school initiatives.</li> </ul>	<p>07/02/2018 06/28/2019</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SARC</li> <li>• LAUSD School Report Card</li> <li>• CORE Waiver Status</li> <li>• SBAC data</li> <li>• Student and parent surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Parent Center logs</li> </ul>
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Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Itinerant Nurse will:</p> <ul style="list-style-type: none"> <li>• Provide health counseling for students with health conditions that affect attendance and learning</li> <li>• Follow-up on the prevention and control of communicable diseases contributing to students' poor attendance and academic achievement</li> <li>• Participating in multidisciplinary teams to help identify necessary support services</li> <li>• Provide health-related counseling and education for parents and families</li> <li>• Lead and participate in school/community health-related information groups and projects</li> <li>• Assist with physical certification of students who play in the school sports program</li> <li>• Create and provide staff developments about health-related issues and health-related counseling services, such as inservices concerning blood-born pathogens</li> </ul>	<p>07/02/2018 06/28/2019 New</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SARC</li> <li>• LAUSD School Report Card</li> <li>• CORE Waiver Status</li> <li>• SBAC data</li> <li>• Student and parent surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Parent Center logs</li> </ul>
<p>The Itinerant School Psychologist will:</p> <ul style="list-style-type: none"> <li>• Participate as a team member in intervention meetings, e.g. SSPT and 504, and threat assessments</li> <li>• Collaborate on assessments for students suspected of meeting 504 eligibility criteria</li> <li>• Conduct risk assessments for students at-risk for self-injury and/or suicide</li> <li>• Provide counseling to students individually or in small groups for issues, including but not limited to Social skills anger management, bullying, acculturation problems, grief and loss, identity issues and LGBTQ, anxiety and school phobia, or crisis counseling</li> <li>• Knowledgeable about a variety of academic, social-emotional and behavioral programs including differentiated instruction strategies to enhance access to the core curriculum, behavioral intervention strategies and management of progress monitoring, identify appropriate interventions and collaborate in their implementation, assist with monitoring individual student progress and pre-referral interventions to ensure fidelity in implementation</li> </ul>	<p>07/02/2018 06/28/2019 New</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks analysis</li> <li>• Master schedule</li> <li>• Interim Assessments</li> <li>• Department and teacher-created assessments</li> <li>• MISIS</li> <li>• SARC</li> <li>• LAUSD School Report Card</li> <li>• CORE Waiver Status</li> <li>• SBAC data</li> <li>• Student and parent surveys</li> <li>• Counselor logs</li> <li>• Deans logs</li> <li>• Parent Center logs</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	12106 - ITIN NURSE (6 Hrs / 3 Days)	N/A	N/A	12106	69,468		100
CE-ESSA T1 Schools( 7S046 )	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 5 Days)	N/A	N/A	13222	120,675	0.00	100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Communicate regularly with parents about student progress via phone calls, email communication, Remind app, Facebook, school website and marquee, social media, letters mailed home, conferences, and meetings.</li> <li>• Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Notify parents immediately if attendance issues develop and plan interventions as necessary.</li> <li>• Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities.</li> <li>• Fund the Community Representative to help with parent communication and as a liaison between the school and the community, supervising the Parent Center, organizing or conducting periodic (monthly and/or weekly) meetings, classes, programs, and other activities as they relate to parents and their students (e.g. How to Reduce Bullying, How to Recognize Substance Abuse, How to Control Anxiety, How to Enhance Self-Esteem, and How to Enhance Positive Communication at Home).</li> </ul> <p>The community rep will provide parent workshops on the importance of regular attendance. The community rep will share attendance data with parents. The community rep will review the Attendance Policy with parents at workshops. The community rep will collaborate with the PSA to promote positive in seat attendance.</p>	<p>07/02/2018 06/28/2019</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• SARC</li> <li>• LAUSD School Report Card</li> <li>• CORE Waiver Status</li> <li>• Student and parent surveys and evaluations</li> <li>• Counselor logs</li> <li>• Parent Center logs</li> <li>• PSA Counselor logs</li> </ul>

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).

Annually, our counselors hold meeting meetings with students and their parents to discuss their Individualized Graduation Plan (IGP), and at other times when requested; during Coffee with the Principal and Cocoa with the Counselors student academic assessment results are presented and explained in English and Spanish; College Nights in English and Spanish discuss academic assessment results; individual parent/teacher PHBAO conferences, SLC after school hours student/parent/teacher intervention meetings, Individualized Education Program (IEP) for students with disabilities also directly address student academic assessment results in English and Spanish. In addition, every SWD discusses future college and career plans in the ITP portion of their IEP, and 12 grade students have individual meetings with the DOTS Transition Teacher to make concrete plans for the year after graduation. This teacher follows up with the students for two years after their graduation. Pierce College makes courses available to students, parents and community members on the Cleveland campus. CSUN and Pierce visit the campus on nearly a weekly basis, while about 45 colleges from around the country visit our College Office and speak with students about college plans. The College Office, with its two fulltime College Counselors, conducts FAFSA workshop annually for students and parents. Currently, 24 Advanced Placement courses are offered to more than 875 9th through 12th grade students through traditional classroom settings and through online courses as well. The school offers career and technical classes for all students, but these courses are concentrated in the course of study in the AOAT and GAIMS small learning communities. The school's fulltime Pupil Services and Attendance Counselor, two fulltime School Psychologists, Psychological Social Worker, an itinerant Counselor who deals with homeless and foster youth, and two A-G Program Counselors meet regularly with students who may not be on target to graduate on time, or be aware of career and college courses on and off campus.

**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.).

In order to ensure students feel safe and supported Cleveland adheres to LAUSD’s Discipline Foundation Policy which provides a “culture of positive behavior support and intervention.” The Office of Discipline, Counseling Office, School Psychologists, Psychological Social Worker and administration seek to promote positive behaviors by making certain students and parents are aware of the school’s discipline policy through discussions during the enrollment process, fall orientations, providing access to a digital copy of Cleveland’s Student Handbook. Staff members are offered Professional Development opportunities focusing on modeling appropriate behaviors and ways provide incentives that lead to better behavior outcomes. Cleveland utilizes the Progressive Discipline model in which first offences are seen as an opportunities to teach students better coping skills as opposed to using more severe consequences such as suspensions or transfers. Suspensions and transfers are viewed as a last resort where all other interventions have failed.

In many cases, negative behaviors are the result of social-emotional issues that a student is experiencing at home or in their community. When deans or counselors notice a student “acting out,” action plans include contacting parents and/or social services, or when appropriate, counselors or school psychologists. The goal is to identify triggers or sources of anxiety that can lead to discipline issues. I

In addition, the Office of Discipline works closely with Special Education Office to ensure that the appropriate consequences are implemented for students receiving special education services, which includes the Dean’s office consulting with case carriers and the Bridge Coordinator in the creation of a Behavior Support PLAN (BSP).

**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.

Annually, the student and parent members of the SSC, Cleveland Governance Council, and ELAC were given sections of the Single Plan to review, understanding and comment on. Last year every teacher in every department (not just the four core academic departments) was also given a section of the SPSA to understand, review and comment on as well, while they were offered the same opportunity this year as well. This fall, the strategies and actions of last year's Single Plan were read and revised and made current through the process of rewriting and updating the school's charter.

**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:**

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### 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 Invlmt (7E046) FTE & Amount		T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount		Total FTE & Total Amount	
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	110004	0.00	24,914	0.00	0	0.00	0	0.00	0	0.00	24,914
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs /)	<input type="checkbox"/>	110002	0.00	4,302	0.00	0	0.00	0	0.00	0	0.00	4,302
110161 110161 - COUNS SEC C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	120021	1.00	115,775	0.00	0	0.00	0	0.00	0	1.00	115,775
117360 117360 - CAT PRG AD C1T 27/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00	115,775	0.00	0	0.00	0	0.00	0	1.00	115,775
12103 12103 - ITIN COUNS PSA C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00	120,992	0.00	0	0.00	0	0.00	0	0.00	120,992
12106 12106 - ITIN NURSE (6 Hrs / 3 Days)	<input type="checkbox"/>	120041	0.00	69,468	0.00	0	0.00	0	0.00	0	0.00	69,468
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00	120,675	0.00	0	0.00	0	0.00	0	0.00	120,675
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	2.00	223,364	0.00	0	0.00	0	0.00	0	2.00	223,364
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00	111,682	0.00	0	0.00	0	0.00	0	1.00	111,682
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	110004	0.00	157,903	0.00	0	0.00	0	0.00	0	0.00	157,903
20654 20654 - ED RESOR AIDE C1T/5 (6 Hrs / 5 Days)	<input type="checkbox"/>	210001	1.00	44,165	0.00	0	0.00	0	0.00	0	1.00	44,165
21720 21720 - COMMUNITY REP.	<input type="checkbox"/>	290004	0.00	0	0.00	0	0.00	12,362	0.00	0	0.00	12,362
24460 24460 - ED AIDE II C1T/05 (6 Hrs / 5 Days)	<input checked="" type="checkbox"/>	210001	1.00	42,579	0.00	0	0.00	0	0.00	0	1.00	42,579

25690	<input type="checkbox"/>	240001	1.00	69,491	0.00	0	0.00	0	0.00	0	1.00	69,491
25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)												
40124	<input type="checkbox"/>	440001	0.00	14,009	0.00	0	0.00	0	0.00	0	0.00	14,009
40124 - NON-CAP EQUIP CLSRM												
40125	<input checked="" type="checkbox"/>	440001	0.00	0	0.00	0	0.00	7,310	0.00	0	0.00	7,310
40125 - NON-CAP EQUIP-OTHER												
40127	<input type="checkbox"/>	430001	0.00	7,900	0.00	0	0.00	0	0.00	0	0.00	7,900
40127 - GEN SUPPLIES TECHNO												
40269	<input type="checkbox"/>	430010	0.00	21,000	0.00	0	0.00	1,500	0.00	0	0.00	22,500
40269 - SUPPLMTL INSTRL MAT												
50003	<input checked="" type="checkbox"/>	580002	0.00	19,997	0.00	0	0.00	0	0.00	0	0.00	19,997
50003 - OTH NON INSTRL CONT												
50174	<input type="checkbox"/>	580012	0.00	3,700	0.00	0	0.00	0	0.00	0	0.00	3,700
50174 - CURRICULAR TRIPS												
40239	<input type="checkbox"/>		0.00	53,654	0.00	0	0.00	883	0.00	0	0.00	54,537
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
<b>Total</b>			8.00	<b>1,341,345</b>	0.00	<b>0</b>	0.00	<b>22,055</b>	0.00	<b>0</b>	8.00	<b>1,363,400</b>

## ATTACHMENTS

*Attach the following materials*

### **Submit with Plan:**

- **SSC Approval of SPSA**
  - Include copies of agenda, minutes, and sign-ins verifying approval of the SPSA. [Documentation (i.e., agendas, sign-ins, and minutes) must remain at the school site for five years.]
  - Include any written parent comments of dissatisfaction with the SPSA (SWP).
- **Analysis of School Experience Survey for Parents** (applies to New Schools only)

### **Submit to Principal's Portal:**

- **Annual Title I Meeting**
- **SSC Certification Form**
- **Safe School Plan**
- **Parental Involvement Policy**
- **School Parent Compact**

### **Submit via Email**

- **Principal Certification Form** (See Memorandum No. 6597.0 NCLB Compliance Principal Certification Form 2015-2016, Attachment C)

### **Retain at the School:**

- **Small Learning Community Plan**
- **SSC Certification Form**
- **GATE Plan**
- **Grants** Include plans for any grants received by the school.
- **Safe School Plan**
- **LAUSD Public School Choice Proposal**