

Los Angeles Unified School District
School Plan for Student Achievement

2019-2020

Implementation

KING MS MAG FLM/MDIA (1820801)



Superintendent
Austin Beutner

Board Members

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SCHOOL IDENTIFICATION

School Name: KING MS MAG FLM/MDIA (1820801)

Local District: C

CDS Code	County		District					School					
	1	9	6	4	7	3	3	6	0	5	8	0	8

For additional information on our school programs contact the following:

Principal: NAULLS, MARK A

E-mail address: mnaulls@lausd.net

SPSA Designee: TURCIOS, MARIA Position: ASMT, NONCLSRM, PREP

E-mail address: mdt9378@lausd.net

School Address: 4201 FOUNTAIN AVE, LOS ANGELES, CA 90029

School Telephone Number: 3236446700

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

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

CHIAE BYUN-KITAYAMA



08/13/2019

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

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

Local District Superintendent or designee	CHIAE BYUN-KITAYAMA <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved		08/13/2019 <i>Signed Date</i>
Local District EL Compliance Coordinator	YADHIRA HERNANDEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	04/05/2019 <i>Signed Date</i>
Local District PACE Administrator	PATRICIA CASTRO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	05/28/2019 <i>Signed Date</i>
Local District Title I Coordinator	MARTY BARRIOS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	06/20/2019 <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/14/2019	Veronika Garcia

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

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

03/20/2019

School plan approval appears in SSC Minutes.

Date

Attested:

Catherine Tran



03/20/2019

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

NAULLS, MARK A



04/04/2019

Typed name of school principal

E-Signature of School principal

Date

2019-2020 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

	<u>Allocation:</u>	<u>Original</u>	<u>Second</u>	<u>Third</u>
<input type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	1,117,935	167,310	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	123,544	0	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	16,731	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	
Total amount of categorical funds allocated to this school:	Amount: \$			1,258,210

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.)

We envision Thomas Starr King Middle School as being a school in which all students will be equipped with meaningful life tools, such as skills in literacy; critical thinking; basic academics; technology; the appreciation of art; democratic values of acceptance, participation and accountability, and the ability to work with a variety of people from diverse backgrounds.

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?)

Thomas Starr King Middle School is a public school that provides a quality, challenging education that fosters equality, respect, and responsibility among a diverse group of students, staff, parents, and communities.

School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>The geographic location of Thomas Starr King Middle School is in Silver Lake. The neighborhoods that make up the Silver Lake area are diverse ethnically. King Middle School's current demographical breakdown is Latinos, 53%; Whites, 20%; Asians, 12; Filipino, 6.5%; Blacks, 2.8%, Pacific Islander, 0.3%; American Indian/Alaska Native, 0.5%, and others, 1.5%.. The current population of the Silver Lake area, based on the 2010 Census, is 38,820: 30% are single, 32.8% are married, 24% are divorced and or single parents, and 8% are over the age of 65. From that population only 26.8% have children. As a result, Thomas Starr King MS’s population comes from not just the Silver Lake area but from the surrounding Los Angeles communities. The median household income for the Silver Lake area is \$54,339, which is slightly higher than the national average of \$53,482. An average of 25% of the families living in this area are considered living below the poverty level. The Silver Lake and Los Feliz area are among the areas of Los Angeles with the highest percentages of college degrees, while Echo Park and East Hollywood are among the lowest, and in fact both East Hollywood and Echo Park have some of the highest percentages of people without high school diplomas. There are five local branches of the Los Angeles Public Library system that serve the community and the students: Echo Park, Cahuenga, Los Feliz, Edendale, and Silver Lake.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Thomas Starr King Middle School is a Full-School Magnet which embraces theme-based learning through our three different magnet programs: Film and Media Magnet, Environmental STEAM Magnet, and Gifted/High Ability Technology & Arts Magnet. King Middle School is made up of 6th, 7th, and 8th grade students.</p>
<p>3. Indicate student enrollment figures:</p>
<p>King has approximately 2,043 students with 592 sixth graders, 775 seventh graders, and 676 eighth graders.</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>The 2019-2020 Title 1 Ranking shows that out of 2,055 students 1,521 are identified as low income, which is 74.01% of the total population.</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>

The ethnic make-up of King's students is African American 2.89%, American Indian .34%, Asian 11.65%, Filipino 4.11%, Hispanic 56.34%, Pacific Islander .24%, White 21.54%, 2 or more races 2.79% and unknown .10%. There are 149 English Learners, 671 GATE students, and 193 Special Education students. Out of the 2,043 students, 46.84% are classified as English Only (EO), 34.80% are RFEP, 10.96% are IFEP and 7.29% are LEP.

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:

King will host numerous parent workshops to analyze the following data: calculate a G.P.A., analyze ELPAC scores, Reading Inventory (RI) scores, and identify ways to increase the reclassification status for LTEL students. In addition, use interim assessment data to address system-based problems of the SBAC scores. During the sessions, parents will be given resources such as information on tutoring opportunities for their children, helpful websites, Schoology access, and access to guest speakers.

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

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

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

Other important characteristics of the school:

Thomas Starr King Middle School is a wall to wall magnet school.

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"/> English Learner Advisory Committee	EL tutoring and intervention supports were discussed and parents had an opportunity to look at the school data as it pertains to reclassification, SBAC results, RI, and the SPSA ELD goals. Parents recommend more tutoring supports to be provided for at-risk students.	10/04/2018, 11/01/2018, 12/06/2018
<input checked="" type="checkbox"/> School Site Council	SSC discussed and reviewed SPSA goals and SBAC data. Stakeholders provided feedback on ways to continuously monitor student progress throughout the year.	10/08/2018, 01/30/2019, 03/11/2019, 03/20/2019
<input checked="" type="checkbox"/> Departments	Departments met to discuss student data and create goals for at-risk students. Teachers discussed ways in which they can support different content areas. The effectiveness of the auxiliaries was discusses and a recommendation was made to continue investing in lowering class size via auxiliaries.	08/13/2018, 12/04/2018, 08/21/2018, 09/18/2018, 10/02/2018

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

100% GRADUATION AND BEYOND

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

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

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

Based upon review of the culmination eligibility data from 2017-18 school year through the current school year, 18% of students are ineligible to participate in 8th grade culmination due to low grades and U's. Our goal was to improve by 5% but we missed that goal by 3%.

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

Low academic motivation and low literacy levels have been identified by educators as the key areas that need improvement. Many of our low performing students suffer from extreme poverty and find it difficult to focus at home and at school.

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 stakeholders, Parents, Teachers and students will be trained on the A-G requirements and the importance of higher education.

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

N/A

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

N/A There is no graduation rate or college-career indicator in the CA 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).

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
Problem Solving Coordinator and the College and Career Coach will use the Student Support and Progress Team (SSPT) framework as a guide to provide professional development to teacher and Leadership Team. . The SSPT provides a framework for collaboration to identify and deploy evidence-based strategies that address the instructional, linguistic, behavior, and social emotional needs all students.	08/19/2019 06/12/2020	Principal; ELD Coordinator and College and Career Coach; Magnet Coordinator; APSCS; Assistant Principal; Counselors; and General Education Teachers will monitor and evaluate the effectiveness of intervention plans set forth to address the educational needs of identified students. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.
Teachers will attend trainings on strategies to better implement lesson delivery of Common Core Standards to ELs and Students with Disabilities(SWD). Teachers will use lesson study methods during department meetings. Collaborate with members within the department to embed common core strategies into lessons delivered to ELs and SWD. Teachers of ELs will implement Integrated ELD across the curriculum.	08/19/2019 06/12/2020	Principal/ Principal Designee will collect documentation and observe classrooms to see if strategies are being implemented. Data Problem Solving Coordinator will lead Professional Development sessions. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	14685 - PROB SOLV DT CORD C1 (3 Hrs / 5 Days)	30371230	N/A	14685	70,420	1.00	50

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>College and Carer Coach, Instructional Coach, CSR teachers, and administrator will focus on promoting and putting into action successful research-based strategies specially designed to meet at risk students especially ELs and SWD since these are the subgroups that the data shows warrant the most focus.</p> <p>Instructional Coach will focus on in class intervention support to promote literacy across ELA and Math as well as support teachers in the use of Integrated ELD.</p>	<p>08/19/2019 06/12/2020</p>	<p>Principal/ Principal Designee will collect documentation and observe classrooms to see if strategies are being implemented. Data Problem Solving Coordinator and the Instructional Coach will lead Professional Development sessions. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13297 - INSTRL COACH SEC C1T (3 Hrs / 5 Days)	30451569	N/A	13297	70,420	1.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>King Middle School will continue to provide tutoring sessions before and after school to address the academic needs of at-risk students. These intervention services may include Accelerated Reader, Accelerated Math, IXL, Achieve3000 or teacher-created curriculum specific for students who are not making adequate academic progress in an effort to improve our graduation outcomes.</p>	<p>08/19/2019 06/12/2020</p>	<p>Principal/Designee will monitor and keep records of tutoring outcomes and share results with educators. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.</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 *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
The purpose in communicating with parents is to build capacity to improve the level of engagement of students and foster good will in the community. Other non instructional contract will allow for duplication of materials, reminders and invitations to workshops in a language that they can understand to support their at-risk students.	08/19/2019 06/25/2020	Principal/Designee will monitor the information that is shared with parents. Parents will engage in surveys and reflections during workshops to determine how their needs are being addressed.
The office technician will work with the Title 1 Office to support the communication with parents as it pertains to preparing and maintaining documents and making copies by way of the Toshiba Contract as needed to assist parents in helping students meet their graduation goal. Additionally maintaining time reporting of Title 1 funded employees as well as manage and respond to Title 1 correspondence, orders, and procurement items.	08/19/2019 06/25/2020	Principal and coordinator will monitor the duties of the office technician in order to meet our graduation goal.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	2700	26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	30070104	N/A	26288	68,842	1.00	100
CE-ESSA T1 Schools(7S046)	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	3,840		100

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

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" 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 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

SBAC data showed that 25% of our students Exceeded Standards, 36% Met Standards, 21% Nearly Met Standards, and 19% did Not Meet Standards. The area that still warrants focus is still Speaking and Listening since only 20% of our students were Above Standard, 63% were Near Standard, and 16% were Below Standard. The second area of concern was Reading with 30% Above Standard, 42% Near Standard, and 28% Below Standard. We did not meet our goal of raising our overall scores by 4% since our scores remained the same from the previous year.

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

Although we have added more technology, our school is still grappling with bridging the technological divide that has occurred. One underlying issue that pervades in our EL and SWD population is the scarcity of technology and the used of it for academic purposes on a regular basis at home. The second factor is the fact that our EL students, 46.6%, are dealing with a learning disability. 21% of our EL population is new to this country and as such language becomes their biggest barrier a long side with lack of technology use.

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

King MS intends to provide more access to technology for our most under performing subgroups. Teachers will also engage in professional development geared towards incorporating technology to their pedagogical practice. Interim Assessment Blocks (IAB) will be used by teachers to better prepare students for the SBAC held at the end of the year. Intervention software, Accelerated Reader, IXL, Brain Pop, and Achieve 3000 will be used to address the needs of our lowest performing students.

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

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

Increase ELA SBAC performance by 2% from 60% to 62% in ELA by the end of 2019.

By June 2020 EL students in grades 6-8 will increase the average standards met on the ELA SBAC by 4 points, based on the CA Five-by-Five Dashboard in the ELA, moving from orange(decline) to orange (maintained).

By June 2020 Hispanic students in grades 6-8 will increase the average standards met on the ELA SBAC by 3 points, based on the CA Five-by-Five Dashboard in the ELA, moving from orange to yellow.

By June 2020 Students with Disabilities in grades 6-8 will increase the average standards met on the ELA SBAC by 3 points, based on the CA Five-by-Five Dashboard in the ELA, moving from orange to yellow.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
During department meetings, teachers will analyze data to better determine student need. Teachers will participate in Collaborative Workshops where they will reflect on the standards-based strategies that will be selected to use on the focus subgroups, SWD and ELs.	08/19/2019 06/12/2020	Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.
Teachers will attend district sponsored professional development geared towards addressing the needs of at-risk students.	08/19/2019 06/12/2020	Principal will oversee and determine how effective the PD is in increasing student achievement. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.
Teachers will monitor student progress and meet interdisciplinary to better support students who are academically struggling. Data analysis will be done on an ongoing basis to monitor progress.	08/19/2019 06/12/2020	Principal/Principal Designee will monitor student progress and teachers' professional development. Administrators will look at teacher feedback and will review any evidence generated. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Sheltered ELA Teachers will engage in Professional Development lead by the EL Designee that is geared towards addressing the following: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.</p> <p>The goal is to better integrate ELD supports into the ELA curriculum. Sheltered ELA teachers will strategically group students to better support their listening and speaking, and literacy skills. Researched based strategies such as providing students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas, teach vocabulary across the content areas, provide instruction and/or instructional support in the primary language as needed, provide appropriate interventions for English Learners who need support beyond Tier 1 Instruction, and implement Culturally Responsive Instruction.</p>	08/19/2019 06/12/2020 New	Principal/Principal Designee will monitor student progress and teachers' professional development. Administrators will look at teacher feedback and will review any evidence generated.

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>In an effort to increase student literacy, Software License Maintenance will be purchased to support school-wide ELA intervention programs. Intervention software: Accelerated Reader, STAR Reader, Brain Pop, Achieve 3000, IXL, and teacher generated evidence-based materials will be used as sources for intervention inside and outside of the instructional day. Materials will be allocated to address the needs of at-risk students who are not meeting academic standards.</p> <p>Students will use chrome books and iPads to access these resources. Teacher Auxiliaries in 6th, 7th, and 8th grade English classes will go towards reducing class size and providing intervention in the neediest areas based on the recommendations of department data analysis. Specific attention and support will be provided to students who are not meeting academic standards in ELA.</p>	08/19/2019 06/12/2020	Principal/Principal Designee will monitor the purchase of materials. Decisions will be data driven to determine best use. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	50243 - SOFTWARE LICNS MAINT	N/A	N/A	50243	19,791		100
CE-ESSA T1 Schools(7S046)	1000	10420 - TCHR AUXILIARY	N/A	N/A	10420	114,750	0.00	100

Academic : English Language Arts

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
King Middle School will continue to provide tutoring sessions before and after school to address the academic needs of at-risk students. These intervention services may include Accelerated Reader, IXL, Achieve3000 or teacher-created curriculum specific for students who are not making adequate academic progress.	08/19/2019 06/12/2020	The Principal/ Principal designee will oversee the intervention program and evaluate the pre and post data so as to determine the effectiveness of the intervention program. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.

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

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

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Counselors, Data Coordinator, and teachers will provide workshops aimed at informing parents on how to read and interpret state assessments as well as looking at individual student achievement. They will also share strategies of how to support ELA instruction at home.	08/19/2019 06/12/2020	Counselors, Data Coordinator, and teachers will provide workshops aimed at informing parents on how to read and interpret state assessments as well as looking at individual student achievement. Parents will engage in surveys to determine the effectiveness of the workshops.

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

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

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 type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input 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 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

In analyzing our Mathematical SBAC data, the percentage of students Meeting/Exceeding standards increased 1% going from 47% to 48%. The five subgroups that continue to be of concern are our English Learners, Socioeconomically Disadvantaged, African American, Hispanic, and our Students with Disabilities.

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

The two mathematical areas where Hispanic and African American students need to improve are the application of Concepts & Procedures and Communicating Reasoning, which asks students to demonstrate their ability to support mathematical conclusions. Although English Learners maintained their previous year scores, they still more than 90 points away from distance from standards. SWD increased by 6.6 points but they too are more than 130 points away from distance from standard.

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

Although we did not meet our measurable objective we will continue to put the following items into practice:
 - Continue tutoring opportunities before and after school for the most at-risk students
 - Department analysis of data to monitor progress and goal setting
 More Professional Development on ways to implement the online intervention program
 - Continue using the intervention software that research suggest will improve students' academic performance

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

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

Increase the rate of students performance in mathematics portion of the SBAC by 2% from 48% to 50% by the end of June 2020.

By June 2020 Hispanic Students in grades 6-8 will increase the average standards met on the Mathematics portion of the SBAC by 3 points, based on the CA Five-by-Five Dashboard, moving from orange to yellow.

By June 2020 African American Students in grades 6-8 will increase the average standards met on the Mathematics portion of the SBAC by 3 points, based on the CA Five-by-Five Dashboard, moving from orange to yellow.

By June 2020 English Learners in grades 6-8 will increase the average standards met on the Mathematics portion of the SBAC by 3 points, based on the CA Five-by-Five Dashboard, moving from orange to yellow.

By June 2020 Socioeconomically Disadvantaged Students in grades 6-8 will increase the average standards met on the Mathematics portion of the SBAC by 4 points, based on the CA Five-by-Five Dashboard, moving from orange to orange.

By June 2020 Student with Disabilities in grades 6-8 will increase the average standards met on the Mathematics portion of the SBAC by 3 points, based on the CA Five-by-Five Dashboard, moving from orange to orange.

*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
During department meetings, math teachers will analyze data to better determine student needs and to see if the Tier 1, 2, and 3 intervention are effective.	08/19/2019 06/12/2020	Principal/Designee and Department Chairs will oversee the data analysis. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress
Math teachers will participate in collaborative workshops where they will reflect on the standards-based strategies that will be selected to use on the focus subgroups.	08/19/2019 06/12/2020	Principal/Designee will observe and provide feedback on the collaborative workshops. Teachers will self-evaluate their planning and progress. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress
Math teachers will attend district sponsored professional development geared towards addressing the two focus areas of students.	08/19/2019 06/12/2020	Principal/Designee will monitor the effectiveness of the professional development. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Sheltered Math Teachers will engage in Professional Development lead by the EL Designee that is geared towards addressing the following: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills.</p> <p>The goal is to better integrate ELD supports into the Math curriculum. Sheltered Math teachers will strategically group students to better support their listening and speaking, and literacy skills. Researched based strategies such as providing students the opportunity to develop academic oral language while simultaneously teaching literacy and other content areas, teach vocabulary across the content areas, provide instruction and/or instructional support in the primary language as needed, provide appropriate interventions for English Learners who need support beyond Tier 1 Instruction, and implement Culturally Responsive Instruction.</p>	08/19/2019 06/12/2020 New	Principal/Designee will observe and provide feedback during collaborative workshops. Teachers will self-evaluate their planning and progress. Principal/Designee will evaluate the effectiveness of the Professional Development by monitoring EL progress.

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
<p>3 CSR Math teachers and 1 Elementary Teacher will lower class size to better support the instructional program. They will implement data-driven strategies as well as integrate ELD standards to better meet the needs of their students. CSR Teachers will monitor student progress and meet interdisciplinary to better support students who are academically struggling.</p> <p>Data analysis will be done on an ongoing basis to monitor progress.</p>	08/19/2019 06/12/2020	Principal will oversee and determine how effective the PD is in increasing student achievement. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL, IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30425125	N/A	13644	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30434876	N/A	13644	117,632	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	13640 - CSR TCHR MS G6 1TK (6 Hrs / 5 Days)	30434875	N/A	13640	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30451568	N/A	13644	117,632	1.00	100
CE-ESSA T1 Schools(7S046)	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	5,984		100
CE-ESSA T1 Schools(7S046)	0	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-13,990	0.00	100
CE-ESSA T1 Schools(7S046)	0	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-4,852	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>King Middle School will continue to provide tutoring sessions before, during, and after school to address the academic needs of at-risk students. These intervention services include Accelerated Math, STAR Math, or teacher-created curriculum specific for students who are not making adequate academic progress.</p> <p>Teacher Auxiliaries in 6th, 7th, and 8th grade math classes will go towards reducing class size and providing intervention in the neediest areas based on the recommendations of department data analysis. Specific attention and support will be provided to students who are not meeting academic standards in mathematics.</p>	<p>08/19/2019 06/12/2020</p>	<p>The Principal/ Principal designee will oversee the intervention program and evaluate the pre and post data so as to determine the effectiveness of the intervention program. Principal and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	10420 - TCHR AUXILIARY	N/A	N/A	10420	114,750	0.00	100

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
Counselors, Data Coordinator, and teachers will provide workshops aimed at informing parents on how to read and interpret state assessments as well as looking at individual student achievement. They will also share strategies of how to support mathematics instruction at home.	08/19/2019 06/12/2020	Principal and APSCS will monitor and evaluate the effectiveness of counseling and teacher supports. Parents will engage in surveys and reflections to determine the effectiveness of workshops.

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

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

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

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

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

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

As of March 2018, 37/149 (25%) EL students reclassified.

Of the remaining students:

ELPAC- 4 passed

RI-35 passed

Grades-98 have C or higher in English or ELD

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

ELPAC-Improve students' knowledge about the test, work on their skills, and strategize practices to reduce the number of mistakes made on the test. Instructional material for ELPAC will be introduced during PD.

RI-The challenge to increase their scores is their practice with RI type questions through Read Theory. Reducing their anxiety by familiarizing them with the structure of the sentence (inference) will help expand the number of students ready to reclassify.

Grades-After school tutoring to provide students space to address their needs will strengthen their study skills. Collaborating with teachers and parents will solve their problems.

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

ELPAC-10 hours of after school tutoring on Monday, Wednesday, and Thursday for 25 students.

RI-10 hours of after school tutoring on Monday, Wednesday, and Thursday for 20 students.

Grades-20 hours of after school tutoring on Monday, Wednesday, and Thursday for 36 students; 6 SSPT meetings for students who met ELPAC and RI requirements.

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

N/A

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

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

By June 2020, the percentage of EL's that will reclassify will increase 1% going from 43%-44%.

By June 2020 EL students in grades 6-8 will increase the average standards met on the ELA SBAC by 4 points, based on the CA Five-by-Five Dashboard in the ELA, moving from orange(decline) to orange (maintained).

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

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
ELs will participate in a pre-assessment and post-assessment to identify areas of strength and need of intervention. -ELs will use KWL strategies to identify areas of strength and the areas with the highest needs. -ELs will use Think, Pair, Share to discuss new ideas presented by the teachers.	08/19/2019 06/12/2020	Principal/Principal Designee, The College and Career Coach/ELD coordinator will monitor academic grades, data analysis, and the review the effectiveness of the intervention programs. Principal, EL Designee, and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.
-Teachers will use Accelerated Reader and Read Theory data to apply reading comprehension techniques to help students pass their ELD classes. -Teachers will use AVID strategies to support students' expectations for their success.	08/19/2019 06/19/2020	Principal/Designee, and SSPT will monitor the implementation of best practices for students. Instructional Leadership Team will review the EL data and the rate at which they are on track to graduate. Principal, EL Designee, and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>EL Coordinator or designee will analyze data with teachers and help guide the making of adequate ELD goals.</p> <p>Through Collaborative Workshops teachers will provide feedback to colleagues on where they are in implementing ELD in their classrooms.</p>	<p>08/19/2019 06/12/2020</p>	<p>Principal/Designee, Magnet Coordinator and teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress. Principal, EL Designee, and Department Chairs will oversee the data analysis generated by various platforms including Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.</p>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Students will engage in Reading Inventory (RI) after school tutoring. The after-school tutoring will focus on increasing their proficiency levels.</p>	<p>08/20/2019 06/12/2020</p>	<p>The Principal/ Principal designee will oversee the intervention program and evaluate the pre and post data so as to determine the effectiveness of the intervention program. Principal, EL Designee, and Department Chairs will oversee the data analysis generated by various platforms including RI, Achieve3000, IXL,IABs, Accelerated Math, and Accelerated Reader. Teachers will self-evaluate their planning and progress. Administrators will look at teacher feedback and will review any evidence generated to gauge progress.</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
<p>The Parent Resource Assistant and the College and Career Coach will work in the parent center and provide direct support to the parents. Assistance will be given by providing timely information in the necessary language. The goal being that parents feel welcomed which will lead to more effective collaboration between parents and other school stakeholders.</p> <p>The following workshops will be made available to parents and community members: Reclassification Workshop 9/6/19, Financial Awareness 10/4/19, A-G/G.P.A. 11/1/19, LTEL Meeting 1/17/20 EAOP 2/7/20, Mental Health March 2020,</p> <p>College Tour (Cal Poly Pomona & University of La Verne) April 2020</p> <p>The College and Career Coach will receive a differential to help support meet their graduation goals. .</p>	<p>08/19/2019 06/12/2020</p>	<p>Principal/Designee, APSCS, ELD Coordinator & College and Career Coach, and the Parent Resource Assistant will monitor and evaluate the effectiveness of counseling and parent supports.</p>
<p>October will be College Awareness Month where a series of four workshops will be offered to parents covering various topics that pertain to college enrollment.</p>	<p>08/19/2019 06/12/2020</p>	<p>Principal/Designee, APSCS, ELD Coordinator & College and Career Coach, and the Parent Resource Assistant will monitor and evaluate the effectiveness of the workshops.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA-T1 C&C Coach(7T124)	1000	14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425397	N/A	14188	121,995	1.00	100
CE-ESSA-T1 C&C Coach(7T124)	1000	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	1,541		100

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

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	School Report Card
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input 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

Using the School Experience Survey as a metric:
 83% of parents agree that they are satisfied with the overall customer service.
 72% of parents agree that our school encourages them to participate in organized parent groups.
 84% of parents agree that there are resources available to help them when making decisions about their children's education
 88% of parents agree our school makes efforts to create a safe, respectful, and caring environment.

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

In the areas that need improvement, the leadership team can help staff to understand the CSU/UC admission requirements and courses that are needed to graduate from high school. Our staff needs more support in understanding this area.

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

The principal has a substantial impact upon the advancement of the quality of conversation by strengthening the parents' capacity to understand the community's needs. Our school actively reaches out to community members who help support our program. Our parent group, Friends of King, USC, and Wells Fargo are actively involved in creating parent volunteer opportunities and workshops. King Middle School actively works with our neighboring schools. We engage in friendly soccer matches, comedy nights, and help support each others' fundraising activities. All of these activities help stakeholders feel welcomed.

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

N/A

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

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

By the end of June 2020, there will be an overall increase of 4%, going from 77% to 81%, in parents feeling encouraged to participate in organized parent groups.

*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>Coffee with the Principal will take place every other Tuesday of the month to keep parents informed of the pertinent events occurring at our school</p> <p>The Community Representative will coordinate workshops that address the current needs of the school's parent community.</p> <p>We will continue to bring the National Junior Honors Society to our campus. This is an elite program where students are nationally recognized for their academic success as well as their role as community and school leaders. Once inducted, membership will continue on with our students as they proceed to high school, which provides them with the skills and an extra curricular activity that will be useful when applying to colleges. During the course of the year students participate in monthly meetings and develop a service project for the school and/or community.</p> <p>Parent workshops/trainings related to nutrition and mental health from organizations such as Kaiser Permanente, Alta Med, Children's Hospital, Food Services (LAUSD) & Socio Emotional Learning (LAUSD) & the Office of Diversity and Equity (LAUSD), will provide \$4,492 of contract instructional services for parents to have as a resource.</p>	<p>08/19/2019 06/12/2020</p>	<p>The Principal/ Principal designee will oversee the meetings taking place and parents are notified accordingly.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	4,492		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
<p>A-G Requirements and G.P.A. Workshop</p> <p>The school will provide opportunities for parents and teachers to come together to discuss academic expectations and to set goals to ensure student success. Supplemental Instructional Materials, General Supplies Technology to purchase chrome books for parent workshops, and Non-capitalized equipment in the form of a cart will be purchased to support parent education workshops.</p> <p>The Parent Resource Assistant will ensure communication of upcoming events for collaborating opportunities with parents and other stakeholders via Blackboard Connect, the school's website, letters and announcements, marquee, and Friends of King website.</p>	<p>08/19/2019 06/12/2020</p>	<p>The Principal/ Principal designee will oversee the meetings taking place and parents are notified accordingly.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	27123 - PRNT RSR AST SPNC1T4 (6 Hrs / 5 Days)	30418164	N/A	27123	47,163	1.00	100

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

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

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

1. List key findings related to 100% 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

80% of our students have 96% or higher attendance which was a of 2% decrease from the previous year.
 Student with chronic absences were at 5.7% which was maintained at 0.3%.
 70% of our staff had 96% or higher attendance which was a decrease of 2% from the previous year.
 The suspension rate has stayed at a steady -0.1%.

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

We need to improve our staff attendance. One of the issues is stress due to a possible work action. Loss of family members, and child births have also affected staff attendance.

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

We met our objective of decreasing chronic absences. We greatly discouraged parents from taking family vacations during the academic year. We also provided incentives for our students by allowing them "free dress days" when we would have 96% attendance or higher.

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

N/A

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

The CA Dashboard indicates that our school is in the blue zone and therefore don't need to address this goal.

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

The CA Dashboard indicates that our school is in the blue zone and therefore don't need to address this goal.

By June 2020 Socioeconomically Disadvantaged Students in grades 6-8 will show a decline of 0.5% in chronic attendance based on the CA Five-by-Five Dashboard, moving from red to orange.

By June 2020 African American Students in grades 6-8 will show a decline of 0.5% in chronic attendance based on the CA Five-by-Five Dashboard, moving from orange to yellow.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Nurse will monitor students with chronic illnesses and provide professional development for teachers in the area of how to better assist students with severe health issues. They will also provide health-counseling for families and students. The Nurse will lead parent workshops to better equip parents on how to handle chronic illness and absenteeism. Additional supplemental services include the following up on the prevention and control of communicable diseases contributing to students' poor academic achievement and the facilitating of school and community health-related information groups and projects.</p> <p>Student Support and Progress Team (SSPT) will meet and identify students who are at-risk and in need of intervention. A plan will be devised and implemented to ensure students are provided the necessary services.</p> <p>The Community Representative and the College and Career Coach will work in the parent center and provide direct support to the parents whose students are not meeting attendance goals.</p>	<p>08/19/2019 06/12/2020</p>	<p>The Principal/ Principal designee will oversee the meetings taking place and that stakeholders are notified accordingly. Attendance will be monitored on a monthly to a bi-monthly basis focusing on the focus subgroups.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt(7E046)	2100	27785 - COMMUNITY REP C (3 Hrs / 5 Days)	30456105	N/A	27785	11,126	1.00	100
CE-ESSA T1 Schools(7S046)	1000	12106 - ITIN NURSE (6 Hrs / 0.5 Day)	N/A	N/A	12106	97,596		100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Student Support and Progress Team (SSPT) meetings will be available on an ongoing basis to help identify students that may need an action plan to be put in place to assist with issues of chronic absenteeism.</p> <p>School-wide attendance campaign will be led by the attendance office to promote high attendance rate and to recognize students who have excellent attendance.</p> <p>Educational Resource Aid will work with teachers to help create a nurturing and safe environment and assist at risk-students who need extra support.</p>	<p>08/19/2019 06/12/2020</p>	<p>The Principal/ Principal designee will oversee the meetings taking place and that stakeholders are notified accordingly.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools(7S046)	1000	24780 - ED RESOR AIDE C1T/04 (3 Hrs / 5 Days)	30364180	N/A	24780	11,476	1.00	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
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<p>The psychologist will lead workshops for parents and staff on how to receive support if their child is dealing with depression as well as positive parenting strategies. They will collaborate with teachers and staff to identify and support students who are having discipline issues and who need instructional modification support.</p> <p>Students observations will be done by the psychologist to recommend to educators and parents the best possible plan to improve student achievement.</p> <p>Additional supplemental supports provided by the psychologist include, counseling to students individually or in groups for a myriad of issues, including:</p> <ul style="list-style-type: none"> -Social skills -Anger management -Bullying -Grief and loss -Identity issues and LGBTQ -Anxiety/school phobia -Crisis counseling -Study skills 	<p>08/19/2019 06/12/2020</p>	<p>The Principal/ Principal designee will oversee the meetings taking place and that stakeholders are notified accordingly.</p>
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Budget

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

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

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

1. What actionable inequities were identified by the school?
2. Which inequities are priorities for the school to address?
3. How will the school address these inequities?
4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

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).

King will continue to pursue the offering of college credit course made possible with our partnership with Los Angeles Trade Technical College.

Khan Academy-Use of technology as a tool to provide greater access to grade level requirements.

Field Trips to Colleges and Universities-Improve parent participation in school activities.

A-G Presentations -Students on track to complete A-G requirements with a "C" or better increased from #% to #% based on the 2015 School Report Card.

IGP-Use a variety of data to determine student instructional needs.

Parent Workshops (Increase in online grade accessibility, How to Calculate a G.P.A., ###)

College Flags/Pennants

Teacher Assistants-Provide additional pay for teacher assistants to support English Learner & at-risk students.

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.).

Thomas Starr King Middle School uses the most current, proven methods to ensure ELD students are learning the skills they need for long-term success with the RI test. Our after school program is based on academic research that shows children experience the deepest, most genuine learning when Ms. Concebida and Ms. Hernandez design lesson plans to provide a well-rounded experience and ensure children become confident and fully prepared to pass the RI test. Their curriculum offers enrichment programs to meet the individual needs to each child. Results of a recent analysis shows that an ELD student, on average, score 60% higher on the assessments.

Two Reasons to Choose the After School Program:

1. Guided by highly trained teachers, their curriculum offers learning opportunities of ELD students.
2. We do everything to make sure children are safe and secure.

In addition, students will participate in a after school intervention tutoring program which focuses on improving academic grades. They will participate in a pre-assessment and post-assessment to identify areas of strength and need of intervention. Students will use KWL strategies to identify areas of strength and the areas with the highest needs. Students will use Think, Pair, Share to discuss new ideas presented by the teachers. Teachers will use Reading Inventory data to apply reading comprehension techniques to pass their ELD, ELA, and Math classes. In addition, teachers will use AVID strategies to support students' expectations for their success. The College and Career Coach/ELD coordinator will monitor the academic grades through Jupiter Grades to measure improvement in class percentages of EL students not on target to graduate. SSPT will monitor the implementation of best practices for students; ILT will review the EL data and the rate at which they are on track to graduate.

Also, the following structures are in place to support student growth:

- 1.SSPT-Implement intervention strategies within the school day for those students that have not passed either the Language Arts and/or Math classes. Provide more support for EL students to be successful in school.
- 2.Restorative Justice-Continue to monitor at risk students towards supporting their educational needs.
- 3.Positive Behavior Student Support Plan-Counselors will provide individual and group counseling to students in academic, personal, social, and career preparation.

Finally, support for English Learners during the school day through RTI2 incorporates the investigation, planning, creation and evaluation of a student:

LEVEL 1

Teacher

T1 PD Scaffolding.

T2 Intervention Classes (Elective Math and English).

T3 Core Curriculum electives. Standards based instruction.

T4 Clearly defined classroom expectations and classroom rules (uniform, attendance, discipline).

Student

S1 Signed classroom contract.

S2 Pre-test and post-test participation.

S3 Personal Materials Checklist complete.

S4 Student led parent conference (highly recommended attendance to all conferences).

S5 Must adhere to all LAUSD, King, and classroom policies

Parent/Guardian

P1 Sign all proper documentation for enrollment.

P2 Parent/Guardian sign all contracts.

P3 Parent/Guardian attends all conferences and Back to School nights.

P4 Enroll child in intervention and enrichment programs as recommended.

RESPONSE TO INSTRUCTION AND INTERVENTION (RTI2)
LEVEL 2

Teacher

T1 Physical Exam: Glasses (Sight), Hearing.

T2 Parent phone call.

T3 Counseling Referral; Introduction and survey/review.

T4 Peer tutoring offered.

T5 Voluntary tutoring offered.

T6 Consult with another staff/faculty member.

T7 Classroom Management

Student

S1 Attends physical exam.

S2 Talk to parents.

S3 Introduce oneself to counselor.

S4 Assign to peer counselor group.

S5 Attend tutoring out of own volition.

S6 Consults with alternate mentor adult.

S7 Express to teacher what is working/what is not.

Parent/Guardian

P1 Provide study area and study time for child.

P2 Make self available for phone conference by providing a time when they can participate.

P3 Promote tutoring.

P4 Call school if student behavior has changed.

P5 Introduce self to counselor.

RESPONSE TO INSTRUCTION AND INTERVENTION (RTI2)
LEVEL 3

Teacher

T1 Parent Conference.

T2 Conference regarding SSPT Behavioral/Academic Contract. Teachers help create and sign student contract.

T3 Mandatory Tutoring.

T4 Assess Classroom Environment (Collaboration Crawl).

T5 Classroom Learning Environment Review.

T6 Review Academic Rigor.

Student

S1 Student sets up parent conference.

S2 Informal testing (Math and English).

S3 Student helps create and signs student contract.

S4 Student gives input about classroom learning environment (counselor).

S5 Student gives input on learning experience (counselor).

S6 Attends peer counseling

Parent/Guardian

P1 Parent/Guardian provides time when they are available to support child and school.

P2 Parent/Guardian helps create and signs student contract.

P3 Parent/Guardian volunteers to participate in King's activities (workshops, tutoring, office).

P4 Parent/Guardian must provide student with the minimum support their child needs academically that is not beyond their means (time/resources), included in contract.

RESPONSE TO INSTRUCTION AND INTERVENTION (RTI2)

LEVEL 4 and 5

Level 4

Staff/Student/Parent

Mandatory counseling with outside agency.

FBA.

Parent Shadowing.

Parenting Workshops.

Review school options with family.

Student Contract.

Formal Review with SSPT.

Level 5
Staff/Student/Parent

Special Ed/504 Evaluation

Learning Center/Study Hall are mandatory.

Outside counseling referral (Site Psychologist)

FBA

Formal Review with Administrator.

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.

A Community Representative will serve as a neighborhood resource advisor to parents of Els, at-risk students, staff and the principal, and work in the parent center to assist parents:

- * Monthly/Scheduled ELAC and SSC meetings
- * Parent Conferences, Student Led Conferences, Open House, and Back to School Night
- * Parent volunteers
- * Friends Of King school website
- * Parent Center
- *After School Programs- LACER
- *Connect Ed Phone/Email Messages

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:

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount		CE-ESSA-T1 C&C Coach (7T124) FTE & Amount		CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount		T3A-LEP-Limited Eng Profncy (7T197) FTE & Amount		CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount		Total FTE & Total Amount	
10420 10420 - TCHR AUXILIARY	<input type="checkbox"/>	0.00	229,500	0.00	0	0.00	0	0.00	0	0.00	0	0.00	229,500
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	0.00	5,984	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5,984
12106 12106 - ITIN NURSE (6 Hrs / 0.5 Day)	<input type="checkbox"/>	0.00	97,596	0.00	0	0.00	0	0.00	0	0.00	0	0.00	97,596
13297 13297 - INSTRL COACH SEC C1T (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00	70,420	0.00	0	0.00	0	0.00	0	0.00	0	1.00	70,420
13640 13640 - CSR TCHR MS G6 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	117,632	0.00	0	0.00	0	0.00	0	0.00	0	1.00	117,632
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	3.00	352,896	0.00	0	0.00	0	0.00	0	0.00	0	3.00	352,896
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	0.00	0	1.00	121,995	0.00	0	0.00	0	0.00	0	1.00	121,995
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	0.00	0	0.00	1,541	0.00	0	0.00	0	0.00	0	0.00	1,541
14685 14685 - PROB SOLV DT CORD C1 (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00	70,420	0.00	0	0.00	0	0.00	0	0.00	0	1.00	70,420
24780 24780 - ED RESOR AIDE C1T/04 (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00	11,476	0.00	0	0.00	0	0.00	0	0.00	0	1.00	11,476
26288 26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	<input checked="" type="checkbox"/>	1.00	68,842	0.00	0	0.00	0	0.00	0	0.00	0	1.00	68,842
27123 27123 - PRNT RSR AST SPNC1T4 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00	47,163	0.00	0	0.00	0	0.00	0	0.00	0	1.00	47,163

27785 27785 - COMMUNITY REP C (3 Hrs / 5 Days)	<input type="checkbox"/>	0.00	0	0.00	0	1.00	11,126	0.00	0	0.00	0	1.00	11,126
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	0.00	-13,990	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-13,990
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	0.00	-4,852	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-4,852
50002 50002 - CONTR INSTRL SVC	<input type="checkbox"/>	0.00	0	0.00	0	0.00	4,492	0.00	0	0.00	0	0.00	4,492
50003 50003 - OTH NON INSTRL CONT	<input checked="" type="checkbox"/>	0.00	3,840	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3,840
50243 50243 - SOFTWARE LICNS MAINT	<input type="checkbox"/>	0.00	19,791	0.00	0	0.00	0	0.00	0	0.00	0	0.00	19,791
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>	0.00	41,217	0.00	0	0.00	1,113	0.00	0	0.00	0	0.00	42,330
40261 PENDING DISTRIBUTION	<input type="checkbox"/>	0.00	0	0.00	8	0.00	0	0.00	0	0.00	123,544	0.00	123,552
Total		9.00	1,117,935	1.00	123,544	1.00	16,731	0.00	0	0.00	123,544	11.0	1,258,210
												0	

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**