

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

**2019-2020**

**Implementation**

**CLEVELAND CHS (1859001)**



**Superintendent**  
**Austin Beutner**

**Board Members**

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

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### SCHOOL IDENTIFICATION

School Name: CLEVELAND CHS (1859001)

Local District: NW

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

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

Principal: DUONG, CINDY K

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

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

E-mail address: wms5063@lausd.net

School Address: 8140 VANALDEN AVE, RESEDA, CA 91335

School Telephone Number: 8188852300

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

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

	<input type="checkbox"/>	
Typed name of Local District Superintendent or designee	E-Signature of Local District Superintendent or designee	Date

### SPSA Review Tracker

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

<b>Local District Superintendent or designee</b>	_____	<input type="radio"/> Revision Required	<input type="radio"/> Approved	_____
	<i>Typed Name</i>			<i>Signed Date</i>
<b>Local District EL Compliance Coordinator</b>	_____	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A
	<i>Typed Name</i>			<i>Signed Date</i>
<b>Local District PACE Administrator</b>	_____	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A
	<i>Typed Name</i>			<i>Signed Date</i>
<b>Local District Title I Coordinator</b>	_____	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A
	<i>Typed Name</i>			<i>Signed Date</i>

## RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC)  <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	04/03/2019	Jose Cruz de Jerónimo

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

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

04/08/2019

*School plan approval appears in SSC Minutes.*

\_\_\_\_\_

Date

**Attested:**

_____ Typed name of SSC chairperson	<input type="checkbox"/> _____ E-Signature of SSC chairperson	_____ Date
DUONG, CINDY K _____ Typed name of school principal	<input type="checkbox"/> _____ 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:

	<b>Allocation:</b>	<b>Original</b>	<b>Second</b>	<b>Third</b>
<input checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	<b>Amount: \$</b>	<b>1,074,398</b>	<b>0</b>	<b>0</b>
<input type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	<b>Amount: \$</b>	<b>0</b>	<b>0</b>	<b>0</b>
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	<b>Amount: \$</b>	<b>17,298</b>	<b>0</b>	<b>0</b>
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	<b>Amount: \$</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total amount of categorical funds allocated to this school:</b>	<b>\$</b>	<b>1,091,696</b>		

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Allocation

## District Mission Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Regularly assessing the effectiveness of professional development delivered throughout the District

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

Using the research base to design professional development topics and implementation

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

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

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

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

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

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

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

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

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

**District Core Program for All Students:**

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

**Curriculum focus-2016/2017**

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

**Instructional focus-2016/2017**

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

**Assessment focus-2016/2017**

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

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

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

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

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

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



## SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

### School Vision

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

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

### School Mission

**Directions:** State your school’s mission. (What is your school’s purpose, i.e., why does the school exist and what is it here to do?)

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

Maximize student potential and growth opportunities

Implement support systems that address the needs of the whole child

Strengthen parental communication and involvement

Support innovative initiatives among stakeholders

Incorporate current educational research and practices

Optimize the allocation and utilization of resources

Network with educational institutions and community agencies

### School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: <a href="http://www.census.gov/">http://www.census.gov/</a> , <a href="http://www.zip-codes.com/">http://www.zip-codes.com/</a> , <a href="http://www.city-data.com/">http://www.city-data.com/</a></p>
<p>Cleveland Charter High School is located in the west San Fernando Valley in the suburb of Reseda and serves as the residential school for the communities of Reseda, Northridge, and Winnetka. Our Humanities Magnet draws students from throughout the San Fernando Valley. Reseda is a primarily working-class community of approximately 74,641 residents (2010 U.S. census).</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Grover Cleveland Charter High School is an affiliated charter school within the Los Angeles Unified School District serving students in grades nine through twelve. The school's original charter expired on June 30, 2018. On April 3, 2018, the LAUSD Board of Education approved Cleveland's Renewal Petition.</p>
<p>3. Indicate student enrollment figures:</p>

The CA Dashboard indicates that there were 3,158 students were enrolled at Grover Cleveland Charter High School for school year 2018-2019. 72% are residential students and 28% are enrolled in the Humanities Magnet. Combining residential and magnet enrollment there are 936 (30%) enrolled in the 9th grade, 813 (26%) in the 10th grade, 659 (21%) in the 11th grade and 683 (22%) in the 12th grade.

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

The 2019 FSEP Title I Ranking lists Cleveland with 64.39% of the students qualifying for free or reduced meals. Nineteen hundred twenty-two students qualified out of approximately 3,063 students enrolled (approximately because enrollment varies daily).

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

February 2019 FOCUS data indicates that there are there are 25 languages spoken by students who attend Cleveland. Only two languages are spoken by more than 10% of the student body, English with 53% and Spanish with 40%. Students speaking Arabic, Farsi, Filipino, Korean, Punjabi, and Vietnamese comprise a combined 7%. The combined percentage of the remaining 17 languages spoken by Cleveland students is 2% and includes: Armenian, Assyrian, Bengali, Cambodian, Hebrew, Hindi, Indonesian, Japanese, Malay, Mandarin, Mien, Romanian, Russian, Sinhalese, Tamil, Thai, and Urdu.

March 2019 MyData data also indicates that the ethnic composition of the student body is: 60.1% Hispanic, 16.1% White, 13.1% Asian, 4.5% Filipino, 3.6% African-American, 12.2% Two or More Ethnicities, and American Indian and Pacific Islander at less than 1% each.

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

In the 2018-2019 school year Cleveland has provided or will provide parents with three student progress reports and one final grade report each semester; daily updates on the Cleveland website; monthly "Coffee with the Administrators" and "Cocoa with Counselors meetings; monthly parent advisory committee and association meetings; Back-to-School Night and Open House; five college nights conducted in English and Spanish; Individualized Graduation Plan (IGP) nights; two Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) parent/teacher conferencing sessions; small learning community newsletters; other individual conferences with parents in person and via email; and, automated and personal phone calls home; three-year Individualized Education Program (IEP) meetings with parents and students with disabilities and students with 504 plans directly address students' academic assessment results in English and Spanish, or other home languages of the parents and students. Most teachers use the Schoology online learning management system to provide families with real-time academic progress.

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

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

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

**Other important characteristics of the school:**

In addition to being an affiliated charter school, Cleveland became an Extended Expanded School-Based Management Model (ESBMM) school in the 2011-2012. The essential features of the ESBMM Memorandum of Understand (MOU) were included in and expanded in our charter. Our charter allows the school greater local control over decision-making as a means to maximize how the financial and human resources are used to improve academic achievement and enhance the learning experience for all students. Both the school's charter and ESBMM MOU was renewed in spring 2018 until spring of 2023.

For the sixth consecutive year, the Cleveland Humanities Magnet has been honored by Magnet Schools of America. Last year they were named 2018 Magnet School of Distinction for demonstrating a high commitment to academic standards, curriculum innovation, desegregation and diversity efforts, specialized teaching staffs, and parent and community involvement.

## LAUSD School Review Process Recommendations

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

**School Improvement Grant (SIG)**

**WASC Recommendations**

**WASC Accreditation Results:** 6 years

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

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

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

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

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

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

### COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

### COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	The School Site Council reviewed the results of the comprehensive needs assessment (2/26/2019). There was a discussion of how that might affect what the Title I (7S046) currently funds. As more information became available, the committee received further updates, which included requests for funding from this year's allocation. Based on the results of the Comprehensive Needs Assessment and discussions of the SPSA, the Title I (7S047) and Title I Parent Involvement (7E046) budgets for 2019-2020 were discussed and approved on March 26, 2019. SSC accepted and approved the ELAC recommendation to approve the 2018-2019 categorical budgets and 2018-2019 SPSA (on 4/8/2019).	02/26/2019, 03/26/2019, 04/08/2019
<input checked="" type="checkbox"/> English Learner Advisory Committee	The current budgets of greatest interest to ELAC (Title I Parent Involvement) were all reviewed and discussed (3/6 and 4/3). Members participated in the Comprehensive Needs Assessment of February 2019 and heard the results in March. Based on the results of the Comprehensive Needs Assessment, and input from the principal and SSC, the proposed Title I budgets were presented to the parents attending the ELAC meeting and felt the budget was in line with their interests and their students' needs. ELAC recommended that the SSC approve the 2019-2020 categorical budgets and draft SPSA.	02/06/2019, 03/06/2019

<input checked="" type="checkbox"/> Other: Classroom Teachers	Between February 4 and February 11, more than 65% of the teaching staff returned the Comprehensive Needs Assessment of February 2019. The assessment asked teachers to rank current expenditures into categories (high priority, some priority and low priority). Funding CSR teachers, IT Support Technician, copier maintenance, a full-time nurse, a Title I Coordinator, additional counselors, and an additional psychologist ranked as high priorities. An additional Pupil Services and Attendance Counselor, student laptops, teacher laptops and tutoring all ranked as a medium priorities. Curricular trips, supplemental instructional materials, a community representative, and professional development all ranked as low priorities. Teachers were given the opportunity to supply strategies for academic goals based on last year's SBAC and CA Dashboard data (3/5/2019). On 3/25 every teacher received a copy of the proposed Title I (7S047) and Title I Parent Involvement (7E046) budgets.	02/01/2019, 03/05/2019
<input checked="" type="checkbox"/> Other: Governance Council	Though the Governance Council does not have a role in approving the Title I budgets, they are always given the opportunity to participate in, analyze and discuss the needs assessment results since the Title I funds have a significant influence on student success.	04/09/2019
<input checked="" type="checkbox"/> Other: Coffee with the Administrator Parent Meeting	The parents of Cleveland students and community members were given an opportunity to complete the Comprehensive Needs Assessment. Their responses are added to the staff responses for a final recommendation. Based on the results of the Comprehensive Needs Assessment, and input from the principal and SSC, the proposed Title I (7S047) and Title I Parent Involvement (7E046) budgets were presented to the parents attending the Coffee with the Administrator meeting.	02/14/2019
<input checked="" type="checkbox"/> Other: Cocoa with the Counselors	The parents of Cleveland students and community members were given an opportunity to complete the Comprehensive Needs Assessment. Their responses are added to the staff responses for a final recommendation. Based on the results of the Comprehensive Needs Assessment, and input from the principal and SSC, the proposed Title I (7S047), Title I Parent Involvement (7E046) budgets were presented to the parents attending the Cocoa with the Counselors meeting.	02/22/2019

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

100% GRADUATION AND BEYOND

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

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

**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**

The CA Dashboard indicates Cleveland's Graduation Rate for Fall 2018 is in the low performance level (orange) at 84.8% with a decline of 1.4%. One student group, English Learners increased by 5.4%, and are in the very low performance level (red) because 50.8% of the students graduated. Two student groups, African American (declined 6.5%) and Socioeconomically Disadvantaged (declined 1.8%) are in the low (orange) performance level. When comparing Cleveland's graduation rate (84.8%) with LAUSD (80.1%) and the state of California (83.0%), Cleveland's 4-year cohort graduation rate exceeds both the district and the state. Focus indicates that African Americans in the class of 2019 are 87% on target for graduation in four years. The same sources indicate Limited English Proficient students are only 59% on target on target, while the district is 90% on target.

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

Based on the graduation rates for 2018-2019, Cleveland needs to address the overall graduation rate and the graduation rate for ELs, African American and Socioeconomically Disadvantaged student groups.

**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**

One of the school's 2018-2019 100% Graduation goals was "the graduation rate for . . . Students with Disabilities will increase by 2.0% . . . from 61.0% to 63.0% by June of 2019." This part of the goal was achieved since this student group increased 14.9% to 74.3%.

**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**

As of Fall 2018-2019, 82% of 12th grade students were on track to graduate, with 13% of the 12th grade students missing only 1-2 courses. Last fall and this spring the school has offered credit recovery classes before school and on Saturdays for students to make up their missing credits to allow them to graduate on time. Data for graduation rate will not be available until the end of the school year, at the earliest.

**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.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required if this Goal is addressed.**

The percentage of all students in the class of 2020 students who graduate with their 4-year cohort, as measured by the Graduation Rate State Indicator on the 2020-2021 CA Dashboard, will increase a minimum of two percentage points in order to improve the school's performance, i.e., move from the "orange" to the "green" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of class of 2020 students in the African-American student group who graduate with their 4-year cohort, as measured by the Graduation Rate State Indicator on the 2020-2021 CA Dashboard, will increase a minimum of two percentage points in order to improve the school's performance, i.e., move from the "orange" to the "green" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of class of 2020 students in the Socioeconomically Disadvantaged student group who graduate with their 4-year cohort, as measured by the Graduation Rate State Indicator on the 2020-2021 CA Dashboard, will increase a minimum of two percentage points in order to improve the school's performance, i.e., move from the "orange" to the "green" performance indicator on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of Class of 2020 students in the English Learner student group who graduate with their 4-year cohort, as measured by the Graduation Rate State Indicator on the 2020-2021 CA Dashboard, will increase a minimum of five percentage points in order to improve the school's performance, while still remaining in the Very Low "red" performance level the CA Dashboard 5x5 performance table in 2019-2020.

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



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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Review quarter, midterm, and final marks to determine students who are at-risk of not passing classes.</li> <li>• Pinpoint key students in each class who are not passing and provide additional support.</li> <li>• Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process through Instructional Rounds.</li> <li>• Share best practices and conduct lesson studies based on effective strategies to meet the needs of underrepresented and underperforming students. (WASC #1 &amp; 3)</li> <li>• Collaborate and further their learning by implementing commonly established effective literacy strategies and rubrics.</li> <li>• Identify students at risk of not meeting graduation through Individual Graduation Plan (IGP) and small learning community meetings, teacher referrals, and progress monitoring.</li> <li>• With the assistance of the Categorical Program Advisor and counselors, review disaggregated data on graduation rates, postsecondary options, other indicators to evaluate the success of school programs, and PD evaluations</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Distribution of Marks</li> <li>• Interim Assessments data</li> <li>• SBAC data</li> <li>• Department and/or teacher-created assessments results</li> <li>• MiSiS data</li> <li>• Honors and AP course enrollment</li> <li>• Career and College Center records</li> <li>• Student and parent survey results</li> <li>• Counselor and Deans logs</li> <li>• Tutoring records</li> <li>• PD Evaluations</li> <li>• CA Dashboard data</li> </ul>
<p>The Categorical Program Advisor will:</p> <ul style="list-style-type: none"> <li>• Develop and conduct professional development activities, including the facilitation of effective instructional programs for at-risk students such as monitoring student progress and using the data to provide targeted intervention</li> <li>• Facilitate meetings to develop the use of academic language and provide opportunities for engaged student and parent discussion with effective questions.</li> <li>• Conduct program/student evaluation activities and to make appropriate recommendations for modifications those programs</li> <li>• Ensure the compliant functioning of the School Site Council (SSC)</li> <li>• Analyze data for students needing intervention in support tutoring and credit recovery classes after school and on Saturdays</li> <li>• Post school webpage documents to include information about upcoming parent workshops, student interventions, and school-wide testing dates in the parent's primary language</li> <li>• Ensure federal budget compliance when allocating and spending funds from 7S046 and 7E046 budgets</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Distribution of Marks</li> <li>• Interim Assessments data</li> <li>• SBAC data</li> <li>• Department and/or teacher-created assessments results</li> <li>• MiSiS data</li> <li>• Honors and AP course enrollment</li> <li>• Career and College Center records</li> <li>• Student and parent survey results</li> <li>• Counselor and Deans logs</li> <li>• Tutoring records</li> <li>• PD Evaluations</li> <li>• CA Dashboard data</li> </ul>
Budget		

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	NS760914	N/A	117361	116,739	1.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>• Provide a CSR teachers to decrease the pupil/teacher ratio in Biology classes or World History classes. Reduce class size in these core content areas to provide for more in-class instructional support. Typically the CSR will be in 9th grade but the grade level will be revisited at the beginning of the year and the assignment will be on the most impacted grade level for Science or Social Studies classes.</p>	<p>07/01/2019 06/30/2020</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Distribution of Marks</li> <li>• Interim Assessments data</li> <li>• Department and/or teacher-created assessments</li> <li>• MiSiS data</li> <li>• Honors and AP course enrollment</li> <li>• Career and College Center records</li> <li>• SBAC data</li> <li>• Student and parent surveys results</li> <li>• Counselor and Deans logs</li> <li>• Tutoring records</li> <li>• CA Dashboard data</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	NS499714	N/A	13643	112,153	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	NS827869	N/A	13579	112,153	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	2,992		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
<ul style="list-style-type: none"> <li>• Provide and expand extended learning opportunities General fund Teacher Tutor X-Time.                             <ul style="list-style-type: none"> <li>o Department tutoring plans for Fall 2018 are: ELA 1 "Student Day" on a Saturday involving teachers working with their students on completing work or missed lessons for 4 hours, a 2 hour "Writing Seminar" in which teachers and graduates work with specific writing assignments; Math with 3 teachers (one each tutoring in Algebra 1, Algebra 2, and Geometry after the 5th week of each semester) tutoring once each week</li> <li>o Offer additional targeted tutoring after school, as well as Saturdays</li> <li>o Develop onsite credit recovery classes and remediation electives throughout the year, including before school, during school, after school, and Saturdays.</li> <li>o Continue to provide after school, during school, and Saturday credit recovery interventions opprtunities (including the Independent Instruction lab in which the curriculum is teacher designed, but the interventions are not a duplicate of what is taught in the classroom. It is significantly different from the curriculum used during the semester where the students have not demonstrated success.</li> <li>o Use copiers to duplicate intervention materials for intervention programs</li> </ul> </li> </ul>	07/01/2019 06/30/2020	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Distribution of marks</li> <li>• Interim Assessment data</li> <li>• Department and/or teacher-created assessments results</li> <li>• MiSiS data</li> <li>• Teacher and Student Evaluation results</li> <li>• CA Dashboard data</li> </ul>
<ul style="list-style-type: none"> <li>• Provide Other Non-Instructional Contract for copying of teacher and student generated materials.</li> </ul>	07/01/2019 06/30/2020	The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Distribution of marks</li> <li>• Interim Assessment data</li> <li>• Department and/or teacher-created assessments</li> <li>• MiSiS data</li> <li>• Teacher and/or Student Evaluations results</li> <li>• CA Dashboard data</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	2100	50003 - OTH NON INSTRL CONT	N/A	Toshiba	50003	11,822	0.00	100

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

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The PSA Counselor and Community Representative will:</p> <ul style="list-style-type: none"> <li>• Design additional parent workshops and activities during and after school on how to support and minimize barriers to graduation (e.g. How to Reduce Bullying, How to Recognize Substance Abuse, How to Control Anxiety, How to Enhance Self-Esteem, Changes Brought by Every Student Succeeds, and How to Enhance Positive Communication at Home). Workshops are generally held in the Parent Center on a weekly basis throughout the academic year.</li> <li>• Communicate regularly with parents about student progress via phone calls, email communication, social media, Remind app, school marquee, Schoology, Facebook, Parent Portal, school website, letters mailed home, conferences, and meetings, on at least a quarterly basis.</li> <li>• Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Notify parents immediately if attendance issues develop and plan interventions as necessary.</li> <li>• Keep school website updated to keep parents informed about school programs, events, activities, and outreach opportunities.</li> <li>• Develop additional evening and weekend activities and events through small learning communities and academic programs that provide parents the opportunity to meet with teachers and discuss student progress.</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Analysis of Parent Center calendars and sign-ins</li> <li>• Participation in Coffee with the Administrators</li> <li>• Participation in Cocoa with the Counselors</li> <li>• MiSiS data</li> <li>• Workshop evaluations</li> <li>• PSA Counselor logs</li> </ul>

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

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

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

The CA Dashboard indicates Cleveland's 11th grade English-Language Arts students in Spring 2018 tested in the medium performance level (yellow) at 15 points above the standard and a decline of 29 points from the previous year. The Students with Disabilities group is 115.4 points below standard and they had a decline of 48.3 points. This group is in the very low performance level (red). Our English Learners student group is also in the red performance level at 129.5 points below the standard and with a decline of 27.6 points. Two student groups were in the low performance level (orange). The Hispanic student group declined 35.3 points and were 24.7 points below the standard, and the Socioeconomically Disadvantaged student group were 17 points below the standard and with a declined 31.2 points. When comparing Cleveland's ELA scores with the state of California, the state is 6 points below the standard and has an overall performance level of orange.

Final marks for English-Language Arts students in Spring 2018 show the following breakdown from a total of 3,593 grades submitted: A = 27%, B = 31%, C = 22%, D = 11%, and F = 8%. Hispanic students' marks show the following breakdown from a total of 1,991 grades submitted: A = 16%, B = 29%, C = 28%, D = 15%, and F = 12%. The source for these data are LAUSD's MISIS.

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

The underlying issue for improving student performance on the SBAC ELA tests requires a further study of and remediation of the causes of the marks distribution disparity between students groups who fail to succeed in 9th and 10th grade English classes. In addition, the school feels students were not sufficiently motivated to excel on the SBAC ELA tests, and steps are being taken to increase their motivation. A change in the testing environment is also being implemented. The students have previously been tested in the Multipurpose Room, while this spring students are being tested in small groups in classrooms. In addition, the school feels many students were not sufficiently motivated to excel on the SBAC ELA tests, and steps need to be taken to increase their motivation. A testing "Pep Rally," which has been informative and "inspirational" has been planned in the recent past, but not last year. A change in the testing environment is also being implemented. The students have previously been tested in the Multipurpose Room, while this spring students are being tested in small groups in classrooms. Students reported that they often did not take SBAC testing "seriously" and did not "do their best." The school will ask all teachers, not just ELA and math teachers, to be "cheerleaders" for testing. With decreasing math SBAC scores, teachers are now more willing to increase their understanding of how classroom activities can further the students testing-taking skills.

**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**

Though final grades will not be available until the end of the school year, only 2% (19 students) of 12th grade students failed their English class on the last grade report for the fall semester. Students passing their 12th grade English courses is a good indicator of success on the SBAC tests. In addition all 12th grade students have take at least two IAB tests in preparation for SBAC testing at the end of April 2019.

**State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required**

The percentage of all students in the class of 2020 students will increase their Spring 2019 English-Language Arts SBAC scores by at least five points, to improve the school's performance, i.e., move from the "yellow" to the "green" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of students in the English Learners student group will increase their Spring 2019 English-Language Arts SBAC scores by at least five points, to improve the school's performance, i.e., move from the "red" to the "orange" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of students in the Students with Disabilities group will increase their Spring 2019 English-Language Arts SBAC scores by at least five points, to improve the school's performance, i.e., move from the "red" to the "orange" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of students in the Hispanic student group will increase their Spring 2019 English-Language Arts SBAC scores by at least five points, to improve the school's performance, i.e., move from the "orange" to the "yellow" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of students in the Economically Disadvantaged student group will increase their Spring 2019 English-Language Arts SBAC scores by at least five points, to improve the school's performance, i.e., move from the "orange" to the "yellow" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

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

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

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

*Academic : English Language Arts*

**Strategies**

Strategies, Actions and Tasks

Action Begin  
& End Date  
Status

Measurement of Strategies' Effectiveness/  
Identify the title of position/staff responsible



<p>PD Tuesdays</p> <ul style="list-style-type: none"> <li>Utilize instructional coach to lead PD and assist teachers with identifying student skills gaps.</li> </ul> <p>Teacher X-Time and Staff training Rate (provided by General funds sources)</p> <ul style="list-style-type: none"> <li>Provide Math, LTEL, and integrated ELD teachers will receive at least two additional trainings on integrated EL and literacy strategies. (CSD #2)</li> <li>Insure all Math teachers receive at least two additional trainings incorporating data dialogue and integrated EL and literacy strategies and project-based learning.</li> <li>Selected ELA and Math RSP collaborative teachers will participate in a two-day RSP collaborate professional development.</li> <li>All teachers will complete at least one SEL and one CRRE professional development opportunity annually</li> <li>Provide time for teachers and administrators to receive supplemental time for teachers to work on lesson design and best practices to address academic rigor and differentiated instruction for the Common Core State Standards (CCSS) and to revise curricula based on CCSS literacy standards.</li> <li>100% LTEL, and integrated ELD teachers will receive at least two additional trainings on integrated EL and literacy strategies</li> <li>Expand teacher-led workshops (e.g. Courageous Conversations and Best Practices PDs) that focus on current educational practices and meet the needs of the school based on data-determined low performing areas through professional development.</li> <li>Provide teachers, administrators, and other staff with collaboration time on differentiated instruction through the use of thinking maps and other graphic organizers, GATE instruction to offer rigorous yet differentiated instruction to all students especially those who are underperforming, academic language, accessing prior knowledge, CRRE, questioning techniques, debates (e.g. SPAR, mock trials, simulations), Socratic seminars, cooperative learning, cooperative learning, ELD and Mastery Learning strategies and integrating technology to increase student proficiency in reading and comprehending literary and informational texts independently</li> </ul> <p>Teacher Release Day and Teacher X time for opportunities both during and beyond the school day to:</p> <ul style="list-style-type: none"> <li>Offer teachers and administrators the opportunity to review English, Social Studies, and Science performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic and career technical education (CTE) standards and CCSS.</li> <li>Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process through Instructional Rounds.</li> <li>Build in time for teachers to share best practices and conduct lesson studies based on effective strategies such as inquiry-based instruction and text-dependent analysis to meet the needs of all learners through professional development</li> <li>Design more activities to assist teachers with helping students utilize assessments to evaluate, reflect, and modify Individual Learning Plans (IEPs)</li> <li>Assist teachers with developing additional strategies to help students monitor their own learning and communicate academic needs. Have teachers collaborate and further their learning by implementing commonly established effective literacy strategies and rubrics</li> <li>Share best practices and conduct lesson studies based on effective strategies to meet the needs of underrepresented students.(WASC #1 &amp; 3)</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor (CPA), Instructional Coaches, Newcomer Coach, Faculty and Staff) will monitor the following data sources at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>Marks Distribution</li> <li>Master schedule</li> <li>Interim Assessments data</li> <li>Department and/or teacher-created assessments</li> <li>MISIS data</li> <li>SBAC data</li> <li>Student survey results</li> <li>Counselor and Deans logs</li> <li>PD Evaluations</li> </ul>
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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				

**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>An ELA Class size Reduction Teacher will:</p> <ul style="list-style-type: none"> <li>• Reduce class sizes for one of the following ELA courses – American Literature, World Literature, English 9A and 10A, and Strategic Literature 1A</li> <li>• Facilitate better mastery of content and skills necessary for CCSS ELA courses</li> <li>• Actively be involved in Professional Learning Communities (PLC) to work with and support colleagues</li> <li>• Assist with development of ELA support class curriculum that helps at-risk students including recent Redesignated English Learners, Long-term English Learners, and students with disabilities</li> </ul> <ul style="list-style-type: none"> <li>• Expand literacy skills workshops for students who need additional support with key CCSS and academic content standards during “Student Days” where students spend Saturdays working with various teachers on specific academic challenges. This also serves as “grade recovery” for students who need added motivation and success.</li> <li>• Build into the master schedule additional two-hour block reading classes for 9th and 10th grade students who need support in English.</li> <li>• Provide and expand extended learning opportunities:                         <ul style="list-style-type: none"> <li>o Group students who have English 9 and 10 and provide additional support and peer tutoring and writing seminars provided by proficient 11th and 12th grade students.</li> </ul> </li> <li>• Consider ways to maximize faculty expertise in staffing introductory level core content classes, so that the most at-risk students have access to the most experienced teachers</li> <li>• Expand outreach programs with, and offer curricular trips to, post-secondary institutions (CSUN, UCLA, CSULB), community organizations, and local businesses to extend learning opportunities for students, reinforce language acquisition, and promote career-college readiness.</li> <li>• Provide a CSR teachers to decrease the pupil/teacher ratio in English-Language Arts. Reduce class size in core content areas to provide for more in-class instructional support. Typically the CSR will be in 9th grade but the grade level will be revisited at the beginning of the year and the assignment will be on the most impacted grade level for English classes.</li> <li>• Assign educational resource aide to assist students not meeting proficiency on SBAC and other diagnostic tests in the Computer Lab</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, EL Designee, Instructional Coaches, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Marks Distribution</li> <li>• Master schedule</li> <li>• Interim Assessment data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student survey results</li> <li>• Counselor and Deans logs</li> <li>• Tutoring records</li> <li>• PD Evaluations</li> </ul>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Provide four days of Day-to-Day Substitute Benefited Absence to cover the absence of register carrying class-size reduction (CSR) teachers purchased from Title I.	07/01/2019 06/30/2020	The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, EL Designee, Instructional Coaches, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Marks Distribution</li> <li>• Master schedule</li> <li>• Interim Assessment data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student survey results</li> <li>• Counselor and Deans logs</li> <li>• Tutoring records</li> <li>• PD Evaluations</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30434543	N/A	13641	112,153	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	1,496	0.00	100

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

*Academic : English Language Arts*

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Utilize Categorical Program Advisor [with the assistance of an Ed. Aide II], school psychologist, Itinerant Nurse, PSA Counselor, a-g Counselor, Bridge Coordinator to identify at-risk students and monitor and assist with the student's progress.</li> </ul> <p>Maintain dedicated counselors to work with the specific needs of ELD students and students with disabilities in core academic areas. (CSD #1)</p> <ul style="list-style-type: none"> <li>• Arrange for peer tutors to assist with students not meeting proficiency.</li> <li>• Utilize supplemental instructional materials, equipment (including classroom computers and printers, an IT Support Tech, and copiers [Other Non-Instructional Contracts]), and software to assist students who are not meeting proficiency.</li> <li>• Support and expand tutoring programs as well as peer tutoring (including SAS Buddies program)</li> <li>• Provide and expand extended learning opportunities:                             <ul style="list-style-type: none"> <li>o Offer additional targeted tutoring after school in four core departments, as well as Saturdays (using Tutor Teacher X-time). This generally concentrates on 9th and 10th grade students since district provided credit recovery programs are currently in place.</li> </ul> </li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessment data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student survey results</li> <li>• Counselor and Deans' logs</li> <li>• Tutoring records</li> <li>• Teacher and Student Evaluation results</li> <li>• PSA Counselor records</li> </ul>
<p>The IT Support Technician will:</p> <ul style="list-style-type: none"> <li>• Assist with the implementation of technology-based intervention software, e.g. IXL</li> <li>• Diagnose and service classroom and office computers to include internet connectivity, software updates/installations, and peripheral devices.</li> <li>• Diagnose and repair basic technology related problems throughout the campus and make contact with ITD regarding these issues.</li> <li>• Assist in ordering and installing technology related supplies</li> <li>• Assist with inservices for parents, teachers, staff, and administration when new and or updated technology and/or applications are released</li> <li>• Troubleshoot and assist with remote devices that are linked with computers throughout the campus</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessment data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student survey results</li> <li>• Counselor and Deans' logs</li> <li>• Tutoring records</li> <li>• Teacher and Student Evaluation results</li> <li>• PSA Counselor records</li> </ul>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Education Aide II will:</p> <ul style="list-style-type: none"> <li>• Collects and distributes materials to classrooms and offices; delivering supplies, equipment and other items</li> <li>• Maintaining copy machines and ordering supplies for them</li> <li>• Making photocopies for various teachers and offices</li> <li>• Make home contacts, by phone, with parents</li> <li>• Counsel individual students on completion of important paperwork for district programs</li> <li>• Assist, as necessary in answering phones and taking messages (for part of the day)</li> <li>• Assist visiting parents in locating the correct office</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessment data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student survey results</li> <li>• Counselor and Deans' logs</li> <li>• Tutoring records</li> <li>• Teacher and Student Evaluation results</li> <li>• PSA Counselor records</li> </ul>
<p>The Education Resource Aide will:</p> <ul style="list-style-type: none"> <li>• Enhance literacy, numeracy and skills required for academic achievement in courses including core classrooms, support classes, and in computer labs</li> <li>• Provide one-on-one tutoring to reinforce the classroom lesson provided by highly qualified teachers</li> <li>• Assist with organizing instructional and other materials for student intervention</li> <li>• Assist with student, parent, and community involvement activities during the regular day</li> <li>• Assist with computer programs for students in both the computer lab and classroom</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessment data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student survey results</li> <li>• Counselor and Deans' logs</li> <li>• Tutoring records</li> <li>• Teacher and Student Evaluation results</li> <li>• PSA Counselor records</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	2100	25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	30430825	N/A	25690	74,727	1.00	100
CE-ESSA T1 Schools( 7S046 )	2100	24460 - ED AIDE II C1T/05 (6 Hrs / 5 Days)	30085208	N/A	24460	44,441	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	24780 - ED RESOR AIDE C1T/04 (6 Hrs / 5 Days)	NS499307	N/A	24780	45,246	1.00	100

Academic : English Language Arts

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>The Community Representative will design monthly/weekly (as is appropriate) parent workshops and activities during and after school by administrators, counselors, and ELA teachers on strategies to support and minimize barriers to student achievement, offer parental support on interpreting CCSS and assessment results.</li> <li>Communicate regularly with parents about student progress via phone calls, email communication LAUSD Parent Portal, school marquee, social media, Remind app, Schoology, Facebook, school website, letters mailed home, conferences, and meetings.</li> <li>Expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> </ul>	07/01/2019 06/30/2020	The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>Distribution of Marks</li> <li>Master schedule</li> <li>Interim Assessment data</li> <li>Department and/or teacher-created assessments</li> <li>MISIS data</li> <li>SBAC data</li> <li>Student survey results</li> <li>Counselor and Deans' logs</li> <li>Tutoring records</li> <li>Teacher and Student Evaluation results</li> <li>PSA Counselor records</li> </ul>

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

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

**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**

The CA Dashboard indicates Cleveland's 11th grade Mathematics students in Spring 2018 tested in the medium performance level (yellow) at 45.1 points below the standard and maintained with a 2.2 point decline from the previous year. The Students with Disabilities group is in the very low performance level (red), being 191.4 points below standard, and having a decline of 11.5 points. Our English Learners group is also in the red performance level being 160.7 points below the standard, and declining 2.1 points. Two student groups were in the low performance level (orange), with the Hispanic students, who declined 5 points, being 78.2 points below the standard, and the Socioeconomically Disadvantaged student group who declined 5 points and were 78.2 points below the standard. When comparing Cleveland's scores with the state of California, the state is 36.4 points below the standard, maintained by 1.3 points, and has an overall performance level of orange.

Final marks for Mathematics students in Spring 2018 show the following breakdown from a total of 3,178 grades submitted: A = 25%, B = 24%, C = 27%, D = 11%, and F = 14%.

Final marks for students in Common Core Algebra 1 in Spring 2018 show the following breakdown from a total of 888 grades submitted: A = 26%, B = 24%, C = 17%, D = 10%, and F = 23%. Common Core Geometry B students show the following breakdown from a total of 511 grades submitted: A = 10%, B = 17%, C = 27%, D = 18%, and F = 28%.

Hispanic students' marks show the following breakdown from a total of 1,951 grades submitted: A = 16%, B = 23%, C = 29%, D = 13%, and F = 19%.

African American students' marks show the following breakdown from a total of 1,951 grades submitted: A = 23%, B = 23%, C = 24%, D = 14%, and F = 16%.

White, Asian and Filipino students' marks show the following breakdown from a total of 1,041 grades submitted: A = 41%, B = 27%, C = 22%, D = 4%, and F = 4%. The source for these data are LAUSD's MISIS.

The combined fall final D and F grades for Asian, Filipino and White students is 10% and for Hispanic students it is 31%.

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

The underlying issue for improving student performance on the SBAC Math tests requires a further study of and remediation of the causes of the marks distribution disparity between students groups who fail to succeed in 9th and 10th grade Algebra 1 and Geometry classes. Both the Hispanic and African American student groups show a much higher rate of Ds and Fs in all math classes. In addition, the school feels many students were not sufficiently motivated to excel on the SBAC Mathematics tests, and steps need to be taken to increase their motivation. A testing "Pep Rally," which has been informative and "inspirational" has been planned in the recent past, but not last year. A change in the testing environment is also being implemented. The students have previously been tested in the Multipurpose Room, while this spring students are being tested in small groups in classrooms. Students reported that they often did not take SBAC testing "seriously" and did not "do their best." The school will ask all teachers, not just ELA and math teachers, to be "cheerleaders" for testing. With decreasing math SBAC scores, teachers are now more willing to increase their understanding of how classroom activities can further the students testing-taking skills.

**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**

Though final grades will not be available until the end of the school year, only 4% (14 students) of 12th grade students failed their mathematics class on the last grade report for the fall semester. Students passing their 12th grade mathematics courses is a good indicator of success on the SBAC tests. In addition all 12th grade students have take at least two IAB tests in preparation for SBAC testing at the end of April 2019.



**State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required**

The percentage of all students in the class of 2020 students will increase their Spring 2019 Mathematics SBAC scores by at least five points, to improve the school's performance, i.e., move from the "yellow" to the "green" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of students in the English Learners student group will increase their Spring 2019 Mathematics SBAC scores by at least five points, to improve the school's performance, i.e., move from the "red" to the "orange" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of students in the Students with Disabilities group will increase their Spring 2019 Mathematics SBAC scores by at least five points, to improve the school's performance, i.e., move from the "red" to the "orange" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of students in the Hispanic student group will increase their Spring 2019 Mathematics SBAC scores by at least five points, to improve the school's performance, i.e., move from the "orange" to the "yellow" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

The percentage of students in the Economically Disadvantaged student group will increase their Spring 2019 Mathematics SBAC scores by at least five points, to improve the school's performance, i.e., move from the "orange" to the "yellow" performance indicator, on the CA Dashboard 5x5 performance table in 2019-2020.

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>PD Teacher X-Time</p> <ul style="list-style-type: none"> <li>Expand teacher-led workshops that focus on current educational practices and meet the local needs of the school based on data-determined low performing areas.</li> <li>Provide teachers, administrators, and other staff with training on differentiated instruction through the use of academic language, accessing prior knowledge, use of iPads with students for Interim Assessments, CRRE, questioning techniques, cooperative learning, cooperative learning, ELD and Mastery Learning strategies to increase student proficiency in making sense of mathematical problems and persevering in solving them.</li> <li>Math, LTEL, and integrated ELD teachers will receive additional trainings on integrated EL and literacy strategies. (WASC #2)</li> <li>Selected Math and RSP collaborative teachers will participate in a two-day RSP collaborate professional development.</li> <li>100% of Math teachers will receive at least two additional trainings incorporating data dialogue and integrated EL and literacy strategies and project-based learning.</li> <li>Train Algebra teachers in IXL, an online intervention tool and have Algebra classes utilize classroom or computer lab laptops on a once weekly basis</li> </ul> <p>Teacher Release Days</p> <ul style="list-style-type: none"> <li>Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process through Instructional Rounds.</li> <li>Offer teachers and administrators the opportunity to review Algebra 1, geometry, and Algebra 2 performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic and career technical education (CTE) standards, and CCSS.</li> <li>Share best practices and conduct lesson studies based on effective strategies to meet the needs of underrepresented students and at-risk students. (WASC #1 &amp; 3)</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, EL Designee, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>Distribution of Marks</li> <li>Master schedule</li> <li>Interim Assessment data</li> <li>Department and/or teacher-created assessments results</li> <li>MISIS data</li> <li>SBAC data</li> <li>Student survey results</li> <li>Counselor and Deans logs</li> <li>Tutoring records</li> <li>PD Evaluations</li> <li>CA Dashboard results</li> </ul>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Expand mathematics skills workshops for students who need additional support with key CCSS and academic content standards.</li> <li>• Reduce class size in core content areas to provide for more in-class instructional support.</li> <li>• Provide and expand extended learning opportunities:                             <ul style="list-style-type: none"> <li>o Offer additional targeted tutoring after school, as well as Saturdays</li> </ul> </li> <li>• Group students who need algebra and geometry assistance, provide additional support, have classes taught by most experienced teachers and utilize peer tutoring (utilizing IXL software)</li> <li>• Consider ways to maximize faculty expertise in staffing introductory level core content classes.</li> <li>• Utilize supplemental instructional materials, equipment (including classroom computers and printers, and copiers), and mathematics software to assist students not meeting proficiency.</li> <li>• Provide a CSR teacher (and 4 days of day-to-day substitute time) to decrease the pupil/teacher ratio in mathematics classes. Reduce class size in core content areas to provide for more in-class instructional support. The CSR will teach primarily Algebra 1 classes.</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, EL Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessments data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student surveys results</li> <li>• Counselor and Deans logs</li> <li>• Tutoring records</li> </ul>
<p>The math CSR teacher will:</p> <ul style="list-style-type: none"> <li>• Reduce class sizes for mathematics courses – Algebra 1, Geometry, and Algebra 2</li> <li>• Facilitate better mastery of content and skills necessary for CCSS math courses</li> <li>• Be actively involved in PD to work with and support colleagues</li> <li>• Assist with development of math support class curriculum that helps at-risk students including English Learners, Long-term English Learners, and students with disabilities</li> <li>• Develop the use of academic language, and provide opportunities for engaged student discussion with effective question and discussion techniques</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, EL Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessments data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student surveys results</li> <li>• Counselor and Deans logs</li> <li>• Tutoring records</li> </ul>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
For each of the math CSR teachers four days of Day-to-Day Substitute Benefited Absence are budgeted to cover the benefited absence of register carrying/class-size reduction (CSR) teachers purchased from Title I.	07/01/2019 06/30/2020	The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, EL Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessments data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student surveys results</li> <li>• Counselor and Deans logs</li> <li>• Tutoring records</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30434544	N/A	13644	112,153	1.00	100
CE-ESSA T1 Schools( 7S046 )	1000	10562 - DDSUB CSR T BEN ABSC	N/A	N/A	10562	2,992		100
CE-ESSA T1 Schools( 7S046 )	1000	13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	NS780351	N/A	13644	112,153	1.00	100

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

*Academic : Mathematics*

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>Utilize Categorical Program Advisor [with the assistance of an Ed. Aide II], school psychologist, Itinerant Nurse, PSA Counselor, a-g Counselor, and Bridge Coordinator] to identify at-risk students and monitor and assist with the student's progress.</li> </ul> <p>Maintain dedicated counselors to work with the specific needs of ELD and students with disabilities in core academic areas. (CSD #1)</p> <ul style="list-style-type: none"> <li>Utilize SSPT to assess if language proficiency or other issues are hindering student achievement and provide necessary academic and emotional support.</li> <li>Arrange for peer tutors to assist with students not meeting proficiency.</li> <li>Utilize supplemental instructional materials, equipment (including classroom computers and printers, and copiers), and software to assist students not meeting proficiency.</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, Categorical Program Advisor, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>Marks analysis</li> <li>Master schedule</li> <li>Interim Assessments</li> <li>Department and teacher-created assessments</li> <li>MISIS</li> <li>SBAC data</li> <li>Student surveys</li> <li>Counselor logs</li> <li>Deans logs</li> <li>Tutoring logs</li> <li>Teacher and Student Evaluations</li> </ul>

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Design additional parent workshops and activities during and after school on how to support and minimize barriers to student achievement (e.g., Success Begins at Home workshop and Computer Classes for Parents [all conducted in Spanish]).</li> <li>• Offer parental support on understanding CCSS and interpreting assessment results.</li> <li>• Communicate regularly with parents about student progress via phone calls, email communication, Remind app, Schoology, Parent Portal, school website, letters mailed home, school marquee, social media, conferences, and meetings.</li> <li>• Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Notify parents immediately if attendance issues develop and plan interventions as necessary utilizing Parent Portal.</li> <li>• Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities.</li> <li>• Develop additional evening and weekend activities and events through small learning communities and academic programs that provide parents the opportunity to meet with teachers and discuss student progress.</li> </ul> <p>Parent workshops in math will be provided to cover a variety of topics, such as, Math SBAC, Math Standards, Math Best Practices.</p>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with Faculty [through parent conferences] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Parent conferences about marks analysis, master schedule, Interim Assessments, and SBAC data</li> <li>• Attendance reports from MISIS</li> <li>• Parent surveys and Parent Center logs</li> <li>• Counselor and Deans logs</li> <li>• Tutoring records</li> <li>• Teacher, Parent and Student Evaluations</li> </ul>

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

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

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

The reclassification rate from 2017-2018 for Cleveland is 33%, however MyData lists the reclassification rate at 8.2%. The school cannot explain this significant discrepancy. The school's data are from the students who were reclassified by Cleveland staff. The only CA Dashboard data for English Learner Progress indicates that Cleveland has 311 English Learners and their levels are: 49.5% in Level 1 (Beginning Stage), 24.4% in Level 2 (Somewhat Developed), 19.9% in Level 3 (Moderately Developed) and 6.1% in Level 4 (Well Developed). LAUSD's percentages are: 44.6% in Level 1, 22.6% in Level 2, 22.3% in Level 3, and 10.5% in Level 4. The state of California's percentages are: 14.6% in Level 1, 20.02% in Level 2, 34.6% in Level 3, and 30.6% in Level 4.

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

The school's English Learner's greatest need for improvement is in the area of writing, followed by reading comprehension. The root causes of our students' lack of success on the ELPAC are related to their time in school in the United States. The majority of the school's LTEL students are also students with disabilities who have an identified learning disability that impairs their mastery of writing and reading comprehension skills.

**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 school's measurable objective was to decrease by 5% the percentage of students who were in LTEL status in June 2017 by June of 2018. The school met its goal inasmuch as it reclassified 33% of the EL students, and a significant number of those students were LTEs.

**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

**State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required**

By October 2019, which is the end of the ELD testing cycle, the percentage of all LEP students who will reclassify will be at least 22%.

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



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

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

**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
<ul style="list-style-type: none"> <li>• Provide teachers, administrators, and other staff with training on the Master Plan for English Learners, ELPAC, SDAIE and literacy strategies, graphic organizers, academic language, inquiry-based instruction, text-dependent analysis, accessing prior knowledge, CRRE, cooperative learning to increase student retention in school and student engagement, and designated and integrated ELD strategies and standards.</li> <li>• Examine reclassification data to identify specific students who are not meeting academic standards, analyze current CELDT/ELPAC data to target specific areas of need, and evaluate student data to determine instructional areas to address. (CSD #3)</li> <li>• Identify and recommend for additional support, students who have not scored at Level 3 or Level 4 on the most recent ELPAC each year</li> <li>• Review quarter, midterm, and final marks to determine LTELs who are at-risk of not passing classes and provide early intervention and support to minimize obstacles to student success. (WASC #2 &amp; CSD #2)</li> <li>• Set aside time for teachers and administrators to receive Common Core State Standards (CCSS) training and to revise general education English, social studies, science, English language development curricula and special education courses based on CCSS literacy standards.</li> <li>• Offer teachers and administrators the opportunity to review performance tasks and develop other authentic assessments, including student self-reflections, student-generated rubrics, and student-to-student evaluations that align to academic standards, CCSS, and state EL assessments.</li> <li>• Develop schoolwide system to provide teachers with opportunities for additional self-assessment, self-reflection, peer observation, and collegial feedback to improve the teaching/learning process through Instructional Rounds.</li> <li>• Provide further training to LTEL teachers, in addition to teachers of Integrated ELD classes. (WASC #2)</li> <li>• Allow time for teachers to share best practices and conduct lesson studies based on effective strategies to meet the specific needs of LTELs through professional development (WASC #2)</li> <li>• Promote additional collaborations between instructional staff and community resources to continuously improve the curriculum and actively involve students in learning that is relevant and rigorous.</li> <li>• Have teachers collaborate and further their learning by implementing effective commonly established and research-driven literacy strategies and rubrics.</li> <li>• Allocate time to train faculty on monitoring student data, including attendance, discipline, and marks analysis.</li> <li>• Provide teachers opportunities to acquire new strategies to teach targeted student population.</li> <li>• Coordinators and Instructional Coaches will analyze data to support SSPT and intervention services.</li> <li>• Share best practices and conduct lesson studies based on effective strategies to meet the needs of underrepresented students. (WASC #3)</li> <li>• EL Designee and Instructional Coach will conduct PD for all teachers regarding the impact the ELPAC and how to interpret their students' scores. Separate PD sessions will be held for teachers of Integrated ELD classes regarding best practices and strategies.</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with advice from the CGC, Administrators, SSC, ELAC, Curriculum Council, EL Designee, Instructional Coach, Faculty and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessments data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student survey results</li> <li>• Counselor and Deans' logs</li> <li>• Tutoring records</li> <li>• PD Evaluations</li> </ul>

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>Evaluate master schedule and provide appropriate sections of sheltered and LTEL classes. (WASC #2)</li> <li>Review distribution of marks to determine correct placement of students in sheltered and general education classes.</li> <li>Assess student proficiency and divide students into groups for LTEL electives: Level 1, Level 2, and Level 3. (WASC #2)</li> <li>Provide and expand extended learning opportunities, credit recovery classes, online classes, and remediation electives, before, during, and after school as well as Saturdays that will allow for highly qualified teachers to tutor and provide intervention services to at risk English Learners in order to meet their English Language Development targets.</li> <li>Design literacy and math skills workshops for students who need additional support with the SBAC and other academic content standards.</li> <li>Assist counselors in placement of EL students in pure sheltered classes when available.</li> <li>Examine ways to maximize faculty expertise in staffing sheltered, LTEL, and RSP collaborative classes. (WASC #2)</li> <li>Use bilingual paraprofessionals to support ELD and core instruction and intervention programs</li> </ul>	07/01/2019 06/30/2020	The Principal (with CGC, Administrators, SSC, Curriculum Council, EL Designee, Instructional Coach, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>Distribution of Marks</li> <li>Master schedule</li> <li>Interim Assessments data</li> <li>Department and/or teacher-created assessments</li> <li>MISIS data</li> <li>SBAC data</li> <li>Student survey results</li> <li>Counselor and Deans logs</li> <li>Tutoring records</li> </ul>

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

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

**Strategies**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Determine students who are making progress and acknowledge them with certificates and invitations to assemblies with motivational speakers.</li> <li>• Increase use of ReadTheory and other online applications to enhance vocabulary development, reading comprehension, and inference-making skills.</li> <li>• Utilize SSPT and IEP teams to determine academic support needed for struggling students.</li> <li>• Have EL Designee, Instructional Coaches, school psychologist, Itinerant Nurse, PSA Counselor, a-g Counselor, Bridge Coordinator help identify at-risk students and monitor the students' progress.</li> <li>• Make available bilingual staff and students to provide for more student support.</li> <li>• Maintain dedicated counselors to work with the specific needs of ELD and LTEL students. (WASC #2)</li> <li>• Develop, provide, and communicate additional support services on campus and in the community to assist with individual needs that may hinder student achievement</li> <li>• Offer assemblies, guest speakers, and workshops as additional outreach opportunities for students.</li> <li>• Encourage adult mentoring relationships through small learning communities, academic programs, athletic programs, student clubs and organizations.</li> <li>• Support and expand peer programs such as the International Student Leadership Association (ISLA).</li> <li>• Give overview of academic and attendance expectations through freshmen orientation, grade-level assemblies, counselor and parent meetings.</li> <li>• Monitor and circulate reports on student attendance regularly and provide early attendance intervention.</li> <li>• Recognize students for achievement of schoolwide learner outcomes through academic pep rallies, luncheons, and assemblies.</li> <li>• Arrange for peer tutors to assist with LTELs. (WASC #2)</li> <li>• Utilize supplemental instructional materials, equipment (including classroom computers and printers, and copiers), copier maintenance and software to assist LTELs. (WASC #2)</li> <li>• Expand outreach programs with, and offer curricular trips to, post-secondary institutions (CSUN, UCLA) community organizations, and local businesses to extend learning opportunities for students that reinforce language acquisition, and promote career-college readiness.</li> <li>• Structure and staff EL assessment "boot camp" during the school day to provide additional support for students.</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (with CGC, Administrators, SSC, Curriculum Council, EL Designee, Instructional Coach, Newcomer Counselor, Faculty [through Instructional Rounds] and Staff) will monitor the following at least four times a year or more often depending on the occurrence of the event: • Distribution of Marks • EL Dashboard (when available) • Master schedule • Interim Assessments data • Department and/or teacher-created assessments • MISIS data • SBAC data • Student surveys • Counselor logs • Deans logs • Tutoring logs</p>

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

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

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status		Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
<ul style="list-style-type: none"> <li>• Broaden monthly activities to inform parents about various aspects of high school requirements provided by our counselors who hold meetings with students and their parents to discuss their Individualized Graduation Plan (IGP), and at other times when requested; during Coffee with the Administrator and Cocoa with the Counselor where student academic assessment results are presented and explained in English and Spanish; College Nights in English and Spanish where leaders discuss academic assessment results; individual parent/teacher PHBAO conferences, Instructional Coach holds meeting twice annually to review LTEL goals with families, SLC after school hours student/parent/ teacher intervention meetings, Individualized Education Program (IEP) for students with disabilities also directly address student academic assessment results in English and Spanish. (WASC #2)</li> <li>• Offer parental support on understanding CCSS and interpreting various assessment results.</li> <li>• Communicate regularly with parents about student progress via phone calls, email communication, social media, conferences, text messages via the Remind app, school marquee, Schoology, Facebook, Parent Portal, school website, letters mailed home, and meetings.</li> <li>• Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Notify parents immediately if attendance issues develop and plan interventions as necessary.</li> <li>• Keep school website updated to keep parents abreast of school programs, events, activities, and outreach opportunities.</li> <li>• Develop additional evening and weekend activities and events through small learning communities and academic programs that provide parents the opportunity to meet with teachers and discuss student progress.</li> <li>• Conduct parent sessions explaining the ELPAC assessment and how to interpret their student's results. Other parent meetings where EL program information can be discussed include monthly ELAC meetings, Back to School Night and Open House, PHBAO and other parent conferences.</li> </ul>				07/01/2019 06/30/2020		The Principal (with CGC, Administrators, SSC, EL Designee, Instructional Coaches, and Categorical Program Advisor will monitor the following at least four times a year or more often depending on the occurrence of the event: • Distribution of Marks • EL Dashboard (when available) • Master schedule • Interim Assessments data • MISIS data • SBAC data • Student survey results • Counselor and Deans logs • Tutoring records • School Experience Survey data • Parent Center Surveys • ELPAC results • Focus Reports		
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

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

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

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

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

Cleveland met the CA Dashboard Local Indicators for Culture and Climate. The Dashboard states "This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness." The parent part of the survey falls into five broad categories: Customer Service, with 73% of the more than 1,400 parents responding that they agreed or strongly agreed to the questions; Parent Engagement, with 70% of the more than 1,400 parents responding that they agreed or strongly agreed to the questions; Parent Involvement with 67% of the more than 1,400 parents responding that they agreed or strongly agreed to the questions; Resource Availability, with 67% of the more than 1,400 parents responding that they agreed or strongly agreed to the questions; and Safety with 68% of the more than 1,400 parents responding that they agreed or strongly agreed to the questions.

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

Only three of the 32 questions on the Parent portion of the School Experience Survey received less than a 50% favorable (agree or strongly agree) ranking. The lowest ranked question, at 25% was "I often visit the parent center." Next, at 44%, was "I regularly communicate with my child's teacher(s) and/or other school personnel. The third, at 47%, was, "Bullying is not a problem at this school." Since the district established Cleveland's Parent Center, its location has been problematical. It is far from the school entrance in the middle of a group of bungalows. Beginning in fall 2019, that part of campus will be leveled, and Parent Center will be temporarily relocated to another part of campus. It will be several years before the new Parent Center will be available for occupancy. It is possible the problem of location will increase before the new facility is available for us.

**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 2018-2019 School Experience Survey results (goals were set for parents, students and staff members who will increase their participation in taking the survey by 7% for parents (to 50%), 7% for students (to 90%), and 2% for staff members (to 98%)) were met in two areas. Fifty-four percent of parents took the SES and 100% of the staff took the SES.

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

Cleveland's 2019-2020 SES goal for students was to have 90% of the student take the survey. Only 74% of the students took the survey, therefore we did not reach our goal.

**State the School's Measurable Objective(s) for 2019-20.If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required**

By March 2020 parent participation rate on the School Experience Survey will increase by 6% to 60% and student participation will increase 6% to 80%.

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Community Rep (with the position being increased to 8-hours per day) will be instrumental in the following areas:</p> <ul style="list-style-type: none"> <li>• Develop additional evening and weekend activities and monthly events through small learning communities (SAS meet and greet activities involving parents and incoming 9th grade students, and AOAT quarterly parent-teacher meetings held after regular school hours to accommodate working parents) and academic programs that provide parents the opportunity to meet with teachers and discuss student progress with the assistance of the Community Representative (e.g., completing Meal Applications, Coffee with the Administrator, Parenting workshops, a-g Graduation Requirements, Management of Emotions, the English Learner Master Plan, Helping Students leave LTEL Status). (WASC #2)</li> <li>• Broaden activities to inform parents about various aspects of high requirements provided by our counselors who hold meetings with students and their parents to discuss their Individualized Graduation Plan (IGP), and at other times when requested; during Coffee with the Administrator and Cocoa with the Counselors where student academic assessment results are presented and explained in English and Spanish; Senior College Nights and Mornings in English and Spanish, and Senior Financial Aid Night to help students and parents prepare for college, FAFSA and UC/CSU application meetings; individual parent/teacher PHBAO conferences, SLC after school hours student/parent/teacher intervention meetings, Individualized Education Program (IEP) for students with disabilities also directly address student academic assessment results in English and Spanish.</li> <li>• Offer parental support on understanding CCSS and interpreting assessment results.</li> <li>• Provide workshops on understanding the Master Plan, LTEL support electives, Modified Consent Decree (MCD) outcomes, and a-g requirements with the assistance of the counselors and the Community Representative. (WASC #2)</li> <li>• Develop additional parental support on understanding PSAT, AP exam, SBAC, and interpreting assessment results.</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (Categorical Program Advisor, Assistant Principals, Counselors, Community Rep) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• MISIS Parent Portal</li> <li>• Parent surveys</li> <li>• Parent Center sign-ins</li> </ul>
<ul style="list-style-type: none"> <li>• Provide parent computer classes that will allow parents learn to access Internet-based applications, email applications, word-processing applications, and beginning spreadsheet applications. This will also allow parent to assist their students expand their own experiences with technology in a nurturing environment in Spanish and English.</li> <li>• Supplemental Instructional Materials - Purchase 21 copies of Office 2016 Guía Práctica for parent computer classes and as general references (21 x \$20 = \$420), and 25 copies of Computación Básica: Manuales Users (25 x \$18 = 450)</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (Categorical Program Advisor, Assistant Principals, Counselors, Community Rep) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• MISIS Parent Portal</li> <li>• Parent surveys</li> <li>• Parent Center sign-ins</li> </ul>
Budget		



Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt( 7E046 )	2100	27785 - COMMUNITY REP C (8 Hrs / 5 Days)	NS868066	N/A	27785	13,653	1.00	40
CE-ESSA T1 Schools( 7S046 )	2100	27785 - COMMUNITY REP C (8 Hrs / 5 Days)	NS146575	N/A	27785	20,479	1.00	60
CE-ESSA T1 Schools( 7S046 )	0	30224 - UNIT G-H&W MED BENF	N/A	N/A	30224	1,657		100
CE-ESSA T1 Sch-Parent Invlmnt( 7E046 )		30224 - UNIT G-H&W MED BENF	N/A	N/A	30224	1,105	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt( 7E046 )	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	1,415	0.00	100

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>Notify parents immediately if attendance issues develop and plan interventions as necessary.</li> <li>Communicate regularly with parents about student progress via phone calls, email communication, Remind app, school website, social media, conferences, school marquee, Schoology, Facebook, Parent Portal, letters mailed home and parent meetings in the Parent Center with the Community Representative.</li> <li>Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>Several of our small learning communities schedule special meeting. Among them are: GAIMS/Global Media Studies holds parent meetings before Back to School Night and Open House (as do the Humanities Magnet and SAS), includes parents on their advisory board, and participation in film festivals held to celebrate the students' media projects. The parents of EL students have two annual informational meeting, ELAC meetings once a month and meetings with parents of LTEL students to review goals sheets and progress. The Humanities Magnet holds monthly Parent Association Meetings, CORE Experience for Parents (parents go to their children's class and experience what happens in that class), and each of the grade level teams of teachers meet on a separate day of the week to discuss with parents how to best help students who are not necessarily meeting expectations. (WASC #2)</li> </ul> <p>The community rep will provide parent workshop on the School Experience Suvey (SES). The community rep will also provide technology (desktop computers and laptops) for the parents, students, and staff to complete the SES. The community rep will make available the computers in the Parent Center, computer lab, MPR, library, and classrooms for parents, students, and staff to complete the SES. Parent workshops will be scheduled on a weekly basis and some be repeated in Fall and Spring semesters.</p>	<p>07/01/2019 06/30/2020</p>	<p>The Principal (Categorical Program Advisor, Assistant Principals, Community Rep, PSA Counselor, Newcomer Coach) will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>MISIS Parent Portal</li> <li>Parent surveys</li> <li>Parent Center logs</li> </ul>
Budget		

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

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

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

The CA Dashboard indicates Cleveland’s Suspension Rate is in the high performance level (green) with 1.2% of the student population being suspended at least once, and has declined 1.9% from the previous year. No student groups are in the very low or low performance levels. The Filipino student group had 0.7% of the students suspended and is in the yellow performance level. The remainder of the student groups are either in the green performance level (African American, Hispanic, Homeless, and Students with Disabilities) or blue (Asian, English Learners, Socioeconomically Disadvantaged, and White). When comparing Cleveland's suspension rate with the state of California, the state is at 3.5% of the students being suspended once.

As of July 2018, Cleveland's fifteen "School Facility Good Repair Status" criteria were rated good with an overall rating of exemplary.

According to the latest School Experience Survey (SES) 68% of parents feel Cleveland is a safe place for the children (the LAUSD percentage is 76%). When students responded to the questions regarding school safety, 56% (the LAUSD percentage is 62%). Neither the staff of teacher sections of the SES had school safety questions.

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

N/A

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

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

**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 - the data are available yet.

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

Based on the CA Dashboard data that is presented above in #1, Cleveland is not addressing this Goal.

**State the School's Measurable Objective(s) for 2019-20. If the school is in Red or Orange status on the CA Dashboard, you must include at least one Measurable Objective that addresses this status. \* Required if this Goal is addressed.**

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Utilize the services of the Principal, Categorical Program Advisor, Counselors, PSA Counselor, Deans, Psychologists and Psychiatric Social Worker, Department chairs, EL Designee, and Newcomer Coach to assist in providing timely PD, data and sample lesson plans to teachers and staff regarding:                             <ul style="list-style-type: none"> <li>o Attendance, suspensions and expulsion policies</li> <li>o Social and problem solving skills (coming to class prepared and following directions)</li> </ul> </li> </ul>	07/01/2019 06/30/2020	The Principal (with Categorical Program Advisor, Counselors, Deans, Psychologists, Department chairs, EL Designee, Instructional Coach, and Newcomer Counselor) will monitor the following at least four times a year or more often depending on the occurrence of the event: <ul style="list-style-type: none"> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student and parent survey results</li> <li>• Counselor and Deans logs</li> <li>• Parent Center records</li> <li>• PD Evaluations</li> </ul>

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Analyze attendance, discipline referrals, and suspension data to track students who have excessive attendance and discipline issues that may hinder achievement.</li> <li>• Continue to determine social and emotional issues that are obstacles to student success and provide support services to minimize those barriers.</li> <li>• Review quarter, midterm, and final marks to identify LTELs who are making progress toward passing classes and provide intervention and support to minimize obstacles to student success. (WASC #2)</li> <li>• Make available additional counselors to provide for more student support.</li> <li>• Maintain dedicated counselors to work with the specific needs of ELD students and students with disabilities in core academic areas. (CSD #1)</li> <li>• Expand school psychologist and school Itinerant Nurse services to provide for mental and physical health needs of students.</li> <li>• Utilize Categorical Program Advisor [with the assistance of an Ed. Aide II], school psychologists and PSW, Itinerant Nurse, PSA Counselor, Bridge Coordinator to identify at-risk students and monitor and assist with the student's progress.</li> <li>• Utilize SSPT to assess issues hindering student achievement and provide necessary academic and emotional support.</li> <li>• Make available bilingual staff and students to provide for more student support.</li> <li>• Encourage adult mentoring relationships through small learning communities, academic programs, athletic programs, and student clubs and organizations.</li> <li>• Identify key faculty to facilitate student groups to discuss social, emotional, and personal issues that interfere with academic success.</li> <li>• Support and expand peer programs such as the International Student Leadership Association (ISLA).</li> <li>• Give overview of academic and attendance expectations through freshmen orientation, grade-level assemblies, counselor and parent meetings, Back to School Night and Open House.</li> <li>• Monitor and circulate reports on student attendance regularly and provide early attendance intervention.</li> <li>• Recognize students for achievement of schoolwide learner outcomes through academic pep rallies, luncheons, grade-level assemblies, and Freshman Orientation (held before school begins in August), attendance assemblies, and publishing honor roll students.</li> <li>• Foster the development of school clubs, organizations, assemblies, and activities to promote academic pride, solidarity, and school spirit.</li> <li>• Establish additional enrichment programs and activities to engage students in the school community, Boys and Girls Club/College Bound academic support after school, promote campus beautification, a "study hall" every morning and twice weekly after school supervised by deans, and further safe-school initiatives.</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessments data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student and parent survey results</li> <li>• Counselor and Deans logs</li> <li>• Parent Center records</li> <li>• CA Dashboard data</li> </ul>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Itinerant School Psychologist will:</p> <ul style="list-style-type: none"> <li>• Participate as a team member in intervention meetings, e.g. SSPT and 504, and threat assessments</li> <li>• Collaborate on assessments for students suspected of meeting 504 eligibility criteria</li> <li>• Conduct risk assessments for students at-risk for self-injury and/or suicide</li> <li>• Provide counseling to students individually or in small groups for issues, including but not limited to social skills, anger management, bullying, acculturation problems, grief and loss, identity and LGBTQ issues, anxiety and school phobia, or crisis counseling</li> <li>• Knowledgeable about a variety of academic, social-emotional and behavioral programs including differentiated instruction strategies to enhance access to the core curriculum, behavioral intervention strategies and management of progress monitoring, identify appropriate interventions and collaborate in their implementation, assist with monitoring individual student progress and pre-referral interventions to ensure fidelity in implementation</li> </ul>	<p>07/01/2019 06/30/2020</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• Distribution of Marks</li> <li>• Master schedule</li> <li>• Interim Assessments data</li> <li>• Department and/or teacher-created assessments</li> <li>• MISIS data</li> <li>• SBAC data</li> <li>• Student and parent survey results</li> <li>• Counselor and Deans logs</li> <li>• Parent Center records</li> <li>• CA Dashboard data</li> </ul>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools( 7S046 )	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 5 Days)	N/A	N/A	13222	121,206	0.00	100

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

Strategies
Empty space for strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<ul style="list-style-type: none"> <li>• Communicate regularly with parents about student progress via phone calls, email communication, Remind app, Schoology, Facebook, Parent Portal, school website and marquee, social media, letters mailed home, conferences, and meetings.</li> <li>• Look at ways to expand communication with parents in multiple home languages, including offering additional translation services to parents via bilingual staff and students.</li> <li>• Notify parents immediately if attendance issues develop and plan interventions as necessary.</li> <li>• Update school website to keep parents abreast of school programs, events, activities, and outreach opportunities.</li> <li>• Fund the Community Representative (as an 8-hour employee) to help with parent communication and as a liaison between the school and the community, supervising the Parent Center, organizing or conducting periodic (monthly and/or weekly) meetings, classes, programs, and other activities as they relate to parents and their students (e.g. How to Reduce Bullying, How to Recognize Substance Abuse, How to Control Anxiety, How to Enhance Self-Esteem, and How to Enhance Positive Communication at Home).</li> </ul> <p>The community rep will provide parent workshops on the importance of regular attendance, share attendance data with parents, and review the Attendance Policy with parents at workshops. The community rep will collaborate with the PSA to promote positive in-seat attendance.</p>	<p>07/01/2019 06/30/2020</p>	<p>The Principal will monitor the following at least four times a year or more often depending on the occurrence of the event:</p> <ul style="list-style-type: none"> <li>• SARC</li> <li>• Student and parent surveys and evaluations</li> <li>• Counselor logs</li> <li>• Parent Center records</li> <li>• PSA Counselor logs</li> </ul>

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



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

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

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

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

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

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

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

**4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services:** Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

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

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

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

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

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

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

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

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

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

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

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

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

N/A

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

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

## LOCAL DISTRICT MONITORING

Directors provide ongoing monitoring of the School Plan for Student Achievement (SPSA) and support through:

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

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

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

### Budget Summary

Budget Item Description	Indirect	Commit. Item	CE-ESSA T1 Schools (7S046) FTE & Amount		CE-ESSA-T1 C&C Coach (7T124) FTE & Amount		CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount		T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount		Total FTE & Total Amount	
10562 10562 - DDSUB CSR T BEN ABSC	<input type="checkbox"/>	110002	0.00	7,480	0.00	0	0.00	0	0.00	0	0.00	7,480
117361 117361 - CAT PRG AD C1T 27/11 (6 Hrs / 5 Days)	<input type="checkbox"/>	190001	1.00	116,739	0.00	0	0.00	0	0.00	0	1.00	116,739
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 5 Days)	<input type="checkbox"/>	120021	0.00	121,206	0.00	0	0.00	0	0.00	0	0.00	121,206
13579 13579 - CSR TCHR SEC SCI 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00	112,153	0.00	0	0.00	0	0.00	0	1.00	112,153
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00	112,153	0.00	0	0.00	0	0.00	0	1.00	112,153
13643 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	1.00	112,153	0.00	0	0.00	0	0.00	0	1.00	112,153
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	110001	2.00	224,306	0.00	0	0.00	0	0.00	0	2.00	224,306
24460 24460 - ED AIDE II C1T/05 (6 Hrs / 5 Days)	<input checked="" type="checkbox"/>	210001	1.00	44,441	0.00	0	0.00	0	0.00	0	1.00	44,441
24780 24780 - ED RESOR AIDE C1T/04 (6 Hrs / 5 Days)	<input type="checkbox"/>	210001	1.00	45,246	0.00	0	0.00	0	0.00	0	1.00	45,246
25690 25690 - ITSUPPORT TECH C1T/4 (8 Hrs / 5 Days)	<input type="checkbox"/>	240001	1.00	74,727	0.00	0	0.00	0	0.00	0	1.00	74,727
27785 27785 - COMMUNITY REP C (8 Hrs / 5 Days)	<input type="checkbox"/>	290001	1.00	20,479	0.00	0	1.00	13,653	0.00	0	2.00	34,132
30224 30224 - UNIT G-H&W MED BENF	<input type="checkbox"/>	340201	0.00	1,657	0.00	0	0.00	1,105	0.00	0	0.00	2,762
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	430010	0.00	0	0.00	0	0.00	1,415	0.00	0	0.00	1,415

50003	<input checked="" type="checkbox"/>	580002	0.00	11,822	0.00	0	0.00	0	0.00	0	0.00	11,822
50003 - OTH NON INSTRL CONT												
40239	<input type="checkbox"/>		0.00	69,836	0.00	0	0.00	1,125	0.00	0	0.00	70,961
POTENTIAL FNDING VAR												
40261	<input type="checkbox"/>		0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
PENDING DISTRIBUTION												
<b>Total</b>			10.00	<b>1,074,398</b>	1.00	<b>0</b>	0.00	<b>17,298</b>	0.00	<b>0</b>	11.00	<b>1,091,696</b>

## ATTACHMENTS

*Attach the following materials*

### **Submit with Plan:**

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

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

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

### **Submit via Email**

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

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

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