

Los Angeles Unified School District
School Plan for Student Achievement

2023-2024
Implementation
CARSON SH (1857501)



Superintendent
Alberto M. Carvalho

Board Members
Kelly Gonez
Dr. George McKenna III
Dr. Rocio Rivas
Scott M. Schmerelson
Nick Melvoin
Jackie Goldberg
Tanya Ortiz Franklin

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SCHOOL IDENTIFICATION

School Name: CARSON SH (1857501)

Local District: S

CDS Code	County		District					School						
		1	9	6	4	7	3	3	1	9	3	1	5	2

For additional information on our school programs contact the following:

Principal: FAATAI, DIANA M

E-mail address: dfaatai@lausd.net

SPSA Designee: AVINA, JAMIE Position: ASMT, NONCLSRM, PREP

E-mail address: jba2777@lausd.net

School Address: 22328 S MAIN ST, CARSON, CA 90745

School Telephone Number: 3108476000

I have reviewed the School Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.		
<u>GREGORY HOOKER</u>	<input checked="" type="checkbox"/>	<u>04/26/2023</u>
Typed name of Local District Superintendent or designee	E-Signature of Local District Superintendent or designee	Date

SPSA Review Tracker

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

Local District Superintendent or designee	GREGORY HOOKER <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>04/26/2023</u> <i>Signed Date</i>
Local District EL Compliance Coordinator	ERIKA ARGUETA <i>Typed Name</i>	<input checked="" type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>07/10/2023</u> <i>Signed Date</i>
Local District PACE Administrator	LETICIA ESTRADA DE CARREON <i>Typed Name</i>	<input checked="" type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/20/2023</u> <i>Signed Date</i>
Local District Title I Coordinator	DEBORAH DAVIDOCK <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A <u>06/20/2023</u> <i>Signed Date</i>

RECOMMENDATIONS AND ASSURANCES

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

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

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/14/2023	Sandra Rodriguez
School Site Council	02/28/2023	Hesha Jaranilla

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:

02/28/2023

School plan approval appears in SSC Minutes.

Date

Attested:

Hesha Jaranilla



03/07/2023

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

FAATAI, DIANA M



03/07/2023

Typed name of school principal

E-Signature of School principal

Date

2023-2024 FUNDING ALLOCATED TO THIS SCHOOL

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

Federal Programs

Elementary and Secondary Education Act:

	<u>Allocation:</u>	<u>Original</u>	<u>Second</u>	<u>Third</u>
<input type="checkbox"/> Title I: Targeted Asst Schs (70S46) Purpose: 70S46	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	1,023,865	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	12,732	0	
<input checked="" type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$	2	0	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	2	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	2	0	
Total amount of categorical funds allocated to this school:	Amount: \$			1,036,603

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.

<https://achieve.lausd.net/Page/473>

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

Who we become: Collaborative Organized Learners & Thinkers toward Success who acquire Advanced skills, Involved citizenship, Marketable readiness for Science, Technology, Engineering, Arts, and Mathematics (C.O.L.T.S. A.I.M. for S.T.E.A.M.)

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?)

Carson High School... where Colt Love and Colt Learning never ends. Our purpose is to teach our students love (respect for self and others) and learning (education).

School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>Carson High School is located 16 miles south of downtown Los Angeles, California in the City of Carson, with a population of 93,535 (US Census Bureau-updated 7/1/21). The ethnic makeup is as follows:</p> <ul style="list-style-type: none"> 1) African American (alone) – 22.4% 2) Asian (alone) – 27.7% 3) Hispanic – 37.9% 4) American Indian or Alaskan Native (alone) – 0.4% 5) Pacific Islander (alone) – 1.6% 6) Caucasian (Not Hispanic) – 7%. <p>Carson residents speak English, Spanish, Tagalog, Samoan, or English combined with traditional languages to different extents in the home along with a smattering of Indo-European, Asian, and Pacific Island languages spoken.</p> <p>The City of Carson residents are comprised of 83.1% who possess a high school diploma or higher, 29.6% possess a Bachelor's degree or higher (of persons 25 years+).</p> <p>Families of Carson are primarily working-class and have low to moderate income levels. The median household income in the city of Carson is \$92,548. Persons in poverty equal 9.1%.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Carson High School, serving grades 9-12, is a 4-year comprehensive high school, which was reconfigured into three Academies in Fall 2012 through the Public School Choice process. Carson High School shares the campus with two pilot high schools that opened through the same PSC reconfiguration in Fall 2012.</p>
<p>3. Indicate student enrollment figures:</p>
<p>Enrollment is 1407 students for the 2022-2023 school year.</p>

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

We qualify for Title I funds, with 100% of the students designated as economically disadvantaged and eligible for free and reduced lunch, as of November 2021.

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

The student population of Carson High School in September 2022 consists of 5.0% English Learners and 27.1% Reclassified Fluent English Proficient. The racial/ethnic profile of students is 14.8% African American, 3.8% Asian, 12.5% Filipino, 58.8% Latino, 3.0% Pacific Islander, 2.9% White, 0.3% American Indian/Alaska Native, 3.0% two or more, Other .8%. (Source: MyData).

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:

On an individual basis, parents are provided with individual student academic assessment results during Open House and Back-to-School night and with individual PLBAO conferences. Progress reports are sent home at the 5th, 10th, and 15th weeks with a final report card going home after the 20th week. Entering 9th grade students and their parents have 9th Grade Orientation meetings. SBAC, PSAT, and ELPAC results are mailed home, while Reading Inventory results are sent home with students. The school counselors also hold Individual Graduation Plan (IGP) meetings with students and copies are sent home to parents. Carson High School holds regular PTSA, LSLC, ELAC and SSC meetings. Interpretation (from English to Spanish) is now provided at every school-sponsored parent meeting or workshop, as the school endeavors to meet the translation needs of all parents.

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 checked="" 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"/>	Professional Learning Community (PLC)
<input checked="" type="checkbox"/>	Small Learning Community (SLC)
<input type="checkbox"/>	Additional Targeted Support and Improvement (ATSI)
<input type="checkbox"/>	Comprehensive Support and Improvement (CSI)
<input type="checkbox"/>	Targeted Support and Improvement (TSI)
<input checked="" type="checkbox"/>	Other: Magnet School

Other important characteristics of the school:

In 2012, Carson divided into a three-school complex, with separate school codes, principals, staff, and programs. Through the Public School Choice process, Carson High School became an Extended School Based Management Model School made up of three Small Learning Communities: ESET (Environmental Science, Engineering, and Technology), GBLG (Global Business, Law, and Government) and PAMA (Performance Arts and Media Academy). Since the school's reconfiguration, we have expanded our school's focus on Linked Learning across all three academies, and have expanded our School for Advanced Studies, a program for gifted students. In 2016, Carson High School received recognition as a STEAM school, with a school-wide emphasis on Science, Technology, Engineering, Arts, and Mathematics. In August 2021, a new magnet school, Musical Entertainment and Digital Arts, MEDiA, opened on our campus, starting with only 9th graders, and a plan to add each grade level during subsequent years.

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 mid-cycle Visiting Committee's recommendations were:

1. Expand the use of data analysis
2. Develop Common Formative Assessments (in the Core Areas)
3. Develop a data-gathering and analysis program for discipline on campus

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	SSC discusses the Title 1 budgets, updates regarding ELs, and upcoming school events. Discussion is held around student grades, necessitating funding for tutoring and intervention. Also discussed is the need for all departments and academies to unify plans so funds are earmarked for planning time.	09/13/2022, 02/28/2023, 10/18/2022, 03/07/2023, 11/15/2022, 05/09/2023, 01/17/2023
<input checked="" type="checkbox"/> English Learner Advisory Committee	ELAC discusses the English Learner exams, tutoring, and budgets (all EL-related topics). Parents and staff specifically discuss student grades and the need for tutoring to be offered, necessitating funds be earmarked for tutoring and/or intervention programs. ELAC made the recommendation to SSC to approve the 2023-2024 SPSA and categorical budgets.	09/20/2022, 02/07/2023, 10/11/2022, 02/14/2023, 11/15/2022, 01/17/2023

<input checked="" type="checkbox"/> Small Learning Community (SLC)	Academies (SLCs) meet to discuss academy-wide assemblies, advisory unit plans, budgets, events, and guest speakers.	09/12/2022, 04/10/2023, 10/24/2022, 05/08/2023, 01/23/2023, 02/06/2023
<input checked="" type="checkbox"/> Departments	Departments discuss unit plans, common formative assessments (content and dates), and future events.	09/19/2022, 01/30/2023, 11/14/2022, 02/13/2023, 11/28/2022, 03/20/2023, 12/05/2022, 04/17/2023
<input checked="" type="checkbox"/> WASC Focus Groups	WASC Focus Groups met to discuss and address the various tasks of the self-study document.	08/22/2022, 03/07/2023, 10/17/2022, 01/09/2023, 03/06/2023
<input checked="" type="checkbox"/> Other: Whole Faculty	The Faculty meets to discuss deadlines, events, procedures, protocols, grades, discipline, etc.	08/15/2022, 11/01/2022, 09/27/2022, 11/29/2022, 10/11/2022, 12/06/2022, 10/31/2022, 01/09/2023

Los Angeles Unified School District
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Graduation/College & Career

Select all data sources reviewed to address the Pillar.
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<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 type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Growth Measure
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/> College & Career Readiness Survey
<input type="checkbox"/> Edulastic
<input type="checkbox"/> School Targets Dashboard
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input checked="" type="checkbox"/> MyData
<input checked="" type="checkbox"/> Student Grades

1. List key findings related to Graduation/College & Career 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 overall CHS graduation rate in June 2022 increased to 92.7% (from 90.72 in 2021, 92.47% in 2020, and 90.5% in 2019).
 The Black student population graduation rate in 2022 increased to 94.7% (from 89.2% in 2021, 88.7% in 2020, and 88.2% in 2019)
 The graduation rate of Students with Disabilities in 2022 rebounded to 81.8% (from 72% in June 2021, 78% in 2020, and 82% in 2019).
 In June 2023, 93% of 12th graders are on track to graduate, as reported by MyData.

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

Our Intervention Counselor aggressively promoted and recruited students to repeat failed classes through Credit Recovery, which helped more students meet graduation requirements, and that action increased our school's graduation rate.

However, due to Assembly Bill 104, which enabled students to graduate if they met the state high school graduation requirement (130 credits) instead of meeting the LAUSD requirement (210 credits), the graduation rate increased but will likely fall again now that students must meet the more stringent LAUSD graduation requirement.

California School Dashboard Indicators:

The activities outlined in Academic : 100% Graduation pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.

<input type="checkbox"/>	English Learners
<input type="checkbox"/>	Foster Youth
<input type="checkbox"/>	Homeless
<input type="checkbox"/>	Socioeconomically Disadvantaged
<input checked="" type="checkbox"/>	Student with Disabilities
<input type="checkbox"/>	African American
<input type="checkbox"/>	American Indian or Alaska Native
<input type="checkbox"/>	Asian
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Hispanic or Latino
<input type="checkbox"/>	Native Hawaiian or Pacific Islander
<input type="checkbox"/>	White
<input type="checkbox"/>	Two or More Races
<input type="checkbox"/>	All Students

Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *Required if this Pillar is addressed.

During the 2023-2024 school year, all CHS Counselors (Academic, College, Intervention, and BSAP) will continue publicizing and registering students for the highly successful College and Career Access Pathways Partnerships (CCAP) program at CHS, as documented by counselor logs and student schedules.

Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. *Required if this Pillar is addressed.

By June 2024, the graduation rate of the subgroup, Students with Disabilities, will maintain a rate above 75%, as reported by Focus Dashboard.

By June 2024, the graduation rate of the subgroup, Black students, will maintain a rate above 87%, as reported by Focus Dashboard.

By June 2024, the overall graduation rate of CHS students will remain above 87%, the overall graduation rate of the LAUSD, as reported by Focus Dashboard.

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

District Priority

- 1D. Champion multiple pathways for college and career readiness for all students

District Strategies

- 1D.S5 Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- 1D.S7 Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options

School Strategy

The Counselors and Counseling Assistant will encourage students to take Credit Recovery, Advanced Placement, and CCAP classes to improve future graduation rates and college futures.

1. The school will work to grow the CCAP.
2. The College Center will continue to offer the College Series of workshops.

The IT Support Technician will ensure that every teacher/classroom and student is issued a working device.

The Problem-Solving Data Coordinator will analyze study test and grade data and help teachers use it to inform instruction.

School Actions

Implementation

The Counselor: The Counselor will continue registering students for CHS's College and Career Access Pathways Partnerships (CCAP) program. The College Center will continue to offer the College Series of workshops each fall, providing about seven workshops covering various topics, including public colleges, private colleges, community colleges, financial aid, etc.

Counseling Aide: The Counseling Aide assists a school counselor or other credentialed employees with tasks relating to student or youth counseling and guidance by performing various duties, such as assisting counselors with testing (AP), and providing informational resources to students about college, job placement, and the military.

IT Support Technician: The IT Support Technician monitors all electronic devices on campus. He ensures that all students have a working Chromebook and repairs those that need fixing. He salvages irreparable devices through LAUSD. He also ensures all staff has the appropriate electronic devices to perform their jobs effectively (laptop, desktop computer, projector, document reader, printer, smartboard, speakers, extension cords, etc.).

Problem-Solving Data Coordinator with Differential: This coordinator pulls and analyzes data to share with staff; he also collaborates with ILT to plan PDs and meetings with staff to use the data to find root causes of low test scores and how to use that data to drive instruction. He also conducts PD whole staff to introduce any testing or data topics being introduced by the district.

Senior Office Technician: A Senior Office Tech will handle all Title 1 documents, such as More-Than-a-Meal applications, School Experience Survey, and relevant documents for intervention programs (invitations, responses, parent phone calls, sign-ins).

- Counselor: 1 FTE \$119,924
- Counseling Aide: 1FTE \$19,735
- IT Support Tech: 1 FTE \$86,428
- Prob Solving Data Coord: \$77,470
- Senior Office Technician: \$83,741

Monitoring

Administration and Counselors will monitor participation in the various academic programs and track growth.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	30452224	N/A	110142	123,679	1.00	100
CE-ESSA T1 Schools (7S046)		30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,750	0.00	100
CE-ESSA T1 Schools (7S046)		11825 - COUNSELING ASST (6 Hrs / 5 Days)	30497630	N/A	11825	19,708	1.00	100
CE-ESSA T1 Schools (7S046)		25665 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	30469730	N/A	25665	86,428	1.00	83
CE-ESSA T1 Schools (7S046)		14685 - PROB SOLV DT CORD C1 (3 Hrs / 5 Days)	30487994	N/A	14685	77,672	1.00	100
CE-ESSA T1 Schools (7S046)		30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-1,700	0.00	100
CE-ESSA T1 Schools (7S046)		30170 - OPEB CERT	N/A	N/A	30170	-1,805	0.00	100
CE-ESSA T1 Schools (7S046)	2100	11760 - PROB SOLV DT CRD DIF	N/A	N/A	11760	783	0.00	100
CE-ESSA T1 Schools (7S046)		26339 - SR OFFICE TECH E1T/5 (8 Hrs / 5 Days)	NS932225	N/A	26339	83,532	1.00	100

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English Language Arts

Select all data sources reviewed to address the Pillar.	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Open Data
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input checked="" type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Growth Measure
<input checked="" type="checkbox"/>	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/>	College & Career Readiness Survey
<input type="checkbox"/>	Eduastic
<input type="checkbox"/>	School Targets Dashboard

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

SBAC:

In Spring 2022, 43% of 11th-grade students who took the ELA SBAC Met or Exceeded Standards, a 1% decrease from 2021 (44%), and a 4% decrease from Spring 2019 (47%). The lowest-performing student groups on the 2022 SBAC were African American and Students with Disabilities, as reported by the CA Dashboard.

D/F Rate:

The overall "D/F" rate in ELA classes was maintained from Fall 2021 (23%) to Spring 2021 (23.3%). From Fall 2021 to Spring 2022, 9, 10, and 11th-grade "D/F" rates in ELA classes decreased, while the 12th-grade "D/F" rates in ELA classes increased.

9th graders: 42.9% to 30.1%;

10th graders: 38.9% to 28%;

11th graders: 28.6% to 19%;

12th graders: 14% to 17.3%.

Renaissance STAR Test:

In the 2022-2023 STAR ELA MOY(Winter) exam, 25.3% of students scored At/ABOVE district benchmark level, which is an increase of 4.1% from 21.2% on BOY(Fall) (of 1148 Carson HS students scores). This is a drastic increase from the 8.2% who scored At or Above Benchmark in 2021-2022.

IAB:

Need 2022-2023 data (waiting for Apodaca)

In Spring 2023, ____% and ____% of the 351 9th graders who took the Listen/Interpret IAB were Above/Near standard, a ____% _____ from 9.4% and 58.7% in Fall 2022. (Still updating)

In Spring 2023, ____% and ____% of the 344 10th graders who took the Research IAB were Above and Near standard, a ____% _____ from 19.5% and 49.4% in Fall 2022. (Still updating)

In Spring 2023, ____% and ____% of the 319 11th graders who took the Read Literary Text IAB were Above and Near standard, a ____% _____ from 26.7% and 52.3% in Fall 2022. (Still updating)

IXL:

As of Spring 2023 (Feb 9) ELA IXL Participation rate is as follows: 9th grade 6%, 10th grade 23%, 11th grade 1%, and 12th grade 3%. In Spring 2022, when CHS began using IXL in Advisories, the participation rate was 9th grade: 23%; 10th grade: 13%; 11th grade: 32%; 12th grade: 7%.

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

Seeing as the 12th grader “D/F” rate is the only one that increased, we wonder if the 3% increase is negligible. We are more concerned with the “D/F” rate amongst 9th and 10th graders; even though the rates decreased, the rates are still high (almost one-third).

One root cause is that the textbook is at grade-level, while students enter school significantly below grade level. Chronic absences by both students and teachers caused constant disruptions in instruction.

Vacancies in teacher positions required constant subbing (which impacted planning and grading time). The virtual format of the student-led conferences limited parent participation.

Using Schoology requires much more student accountability, which impacted students who lack follow-through. In addition, classwork and homework in ELA is so subjective, that it is difficult to cheat, and many earn 0s for plagiarism or for not submitting work.

A positive note is that although Renaissance Learning shows that they are below grade level, 63.1% of students have shown growth from BOY to MOY 2022-2023.

California School Dashboard Indicators:

The activities outlined in Academic : English Language Arts pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.

<input type="checkbox"/>	English Learners
<input type="checkbox"/>	Foster Youth
<input type="checkbox"/>	Homeless
<input checked="" type="checkbox"/>	Socioeconomically Disadvantaged
<input type="checkbox"/>	Student with Disabilities
<input type="checkbox"/>	African American
<input type="checkbox"/>	American Indian or Alaska Native
<input type="checkbox"/>	Asian
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Hispanic or Latino
<input type="checkbox"/>	Native Hawaiian or Pacific Islander
<input type="checkbox"/>	White
<input type="checkbox"/>	Two or More Races
<input type="checkbox"/>	All Students

Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) **Required if this Pillar is addressed.*

Continuing into the 2023-24 school year, to improve student achievement across disciplines within sub-groups, the school will continue the Accelerated Reader and IXL programs with all students participating in each program at least once per week as documented by program usage reports, book checkout records, classroom observations, and lesson plans.

Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. **Required if this Pillar is addressed.*

By Spring 2024, the percentage of students Meeting or Exceeding Standards in English Language Arts will increase 2% from 43% in Spring 2022 to 45%, as measured by Smarter Balanced Assessment (SBA).

By June 2024, the overall "C or Better" rate in ELA will maintain at 75%, as reported by Focus Dashboard.

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

District Priority

- 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes

District Strategies

1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas

School Strategy

Provide high-impact reading strategies through culturally responsive literature selections. Through Department/Unit Planning meetings and pull-out days utilizing PD X-Time (Non-Tutor), teachers will:

1. Focus on teaching Close Reading Strategies (importance of repetition, making inferences, using context clues)
2. Plan rigorous and relevant units (BSAP CRUs)
3. Strengthen the usage of the reading programs (Renaissance STAR/Accelerated Reader, IXL)

School Actions

1. Teacher X-Time (Non-Tutor) will be used for department/unit planning after school and/or on Saturdays (10 ELA teachers in all grades will participate in 6 planning meetings-3 hours each at \$90.18 per hour)=\$16,233. These ELA teachers will meet to plan complete and rigorous culturally relevant units to elevate the students' reading comprehension skills, by focusing on using context clues, making inferences, making predictions, and drawing conclusions. Additionally, this program will fund pull-out days where department members control the agenda based on current student data, such as scores on IXL, IABs, and Renaissance STAR tests (10 ELA teachers in all grades will participate in 2 pull-out days at 6 hours each at \$90.18 per hour)=\$10,821.60.
2. Tutor Teacher X-Time will be provided to teachers for tutoring before and after school for skill comprehension and grade improvement (100 hours at \$90.18 per hour)=\$9018.00. Most teachers who offer tutoring meet twice per week. Additionally, we will continue the Saturday intervention program for English Learners and any others who wish to attend (30 Saturdays per school year for 3 hours each session=90 hours @ \$90.18 per hour=\$8117). A schoolwide tutoring schedule will be published for students; the staff and the morning announcements will encourage tutoring attendance. Student Tutoring sign-in sheets and Extra Duty Pay Forms will be maintained; the Data Coordinator monitors the "D/F" rate. The tutoring format varies by the teacher; most offer homework help but also provide a focus lesson each session.
3. A CSR ELA Teacher position will be purchased to support the ELA Department (class sizes will be decreased in most ELA classes schoolwide) 1 FTE = \$127,777. Day-to-Day Sub for CSR Teacher: \$1560. The teacher in this position will teach a full-time line of ELA, provide intervention beyond the school day after school or on Saturdays, and will pull student data to monitor their progress and refer to appropriate programs.
4. The Data Coordinator will monitor assessment scores in Renaissance, IXL, and IABs (Zero added cost). After pulling that data, the Data Coordinator and the principal will have Teacher Led Data Chats (TLDCs) with teachers, who will then meet individually with their students.
5. The CPA and Data Coordinator will connect with the department to discuss strengths and next steps (Zero added cost).

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30463724	N/A	13641	128,163	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,559	0.00	100
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	83,927	0.00	100

Los Angeles Unified School District
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Mathematics

Select all data sources reviewed to address the Pillar.	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input checked="" type="checkbox"/>	MyData
<input checked="" type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Open Data
<input checked="" type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Growth Measure
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/>	College & Career Readiness Survey
<input type="checkbox"/>	Eduastic
<input type="checkbox"/>	School Targets Dashboard

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

In Fall 2021, of the 298 who were assessed on the Algebra and Functions I IAB, 8% scored Above Standard, 30% Near Standard, and 62% Below Standard. On the 2022 SBAC, the lowest performing groups were: African-American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities, as reported by the CA Dashboard.

In Spring 2022, of the 385 who were assessed on the Algebra and Functions I IAB, 14% scored Above Standard, 35% Near Standard, and 51% Below Standard.

In Spring 2022, CHS began using IXL in Advisories, and the participation rate was 9th grade: 23%; 10th grade: 13%; 11th grade: 32%; 12th grade: 6%.

In Spring 2022, 17% of the 11th graders who took the SBAC Met or Exceeded Standards, a 5% decrease from 22% in Spring 2021.

On the BOY(Fall) 2022-2023 administration of the Renaissance STAR test, 41.3% of students scored At/Above district benchmark level; on the MOY(Winter) exam, 45.9% of students scored At/Above district benchmark level (an increase of 4.6%).

From Fall 2021 to Spring 2022, the “D/F” rates in Mathematics classes were as follows:

Overall: 31.3% to 30.8% (decreased by .5)

9th graders: 29.7% to 29.7% (maintained)

10th graders: 29.3% to 31.1% (increased by 1.8%)

11th graders: 39.7% to 29.9% (decreased by 9.8%)

12th graders: 24.1% to 29.9% (increased by 5.8%)

The Fall 2022, the “D/F” rates in Mathematics classes were as follows:

Overall: 27.2%

9th graders: 23.8%

10th graders: 27.4%

11th graders: 30.9%

12th graders: 26.6%

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

As this is the first school year back with a regular schedule, unaffected by the pandemic (no Covid testing during classtime, no students being pulled out to test, or staying home with Covid), we feel there are still issues affecting our students’ grades, scores, and attitude: students are immature for their grade, and still not acclimated to the full-time school schedule and workload. Class sizes are large, with Algebra 1 and Geometry classes each over the class average, and additionally, our school collapsed a math line without replacing the teacher who retired. There were limited opportunities for teachers to provide tutoring, as campus was physically shut down at 4:00 pm (3:40 pm dismissal). Consistent summoning of students out of class has disrupted the flow of lessons and curriculum. Student retention of skills is low, forcing teachers to reteach concepts students should already know, which takes time away from teaching the complete curriculum. The amount of testing has both teachers and students burnt out, and students are not “buying in” to the idea of taking so many assessments without receiving any compensation or prize.

California School Dashboard Indicators:

The activities outlined in Academic : Mathematics pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)

Academic Indicator ELA

Academic Indicator Math

EL Progress Indicator

Chronic Absenteeism

<input type="checkbox"/> Suspensions
<input type="checkbox"/> College/Career Indicator
<input type="checkbox"/> Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.

<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input checked="" type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input checked="" type="checkbox"/> All Students

Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *Required if this Pillar is addressed.

By June 2024, CHS will continue to have an 85% participation rate in the Renaissance STAR test administrations, which will be given three times during the year as documented by Renaissance STAR reports.

By June 2024, IXL will continue to be utilized by students during math class for their own personal academic growth, fifty minutes per week as documented by lesson plans, IXL reports, and classroom observations.

Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. *Required if this Pillar is addressed.

By June 2024, the "D/F" rate in Mathematics classes will decrease by 2% from 30.8% (June 2022) to 28.8%, as reported by Focus Dashboard.

By June 2024, CHS students will increase by 2% to have 19% Meet or Exceed the standards on the Math portion of the SBAC, as reported by California Dashboard and MyData.

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

District Priority

- 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes

District Strategies

- 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- 1A.S3 Institute comprehensive systems to observe classroom instruction and provide reflection and feedback to improve practice
- 1A.S6 Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets

School Strategy

Monitoring, planning for instruction, and evaluation of impact will be based on pre-and post-assessments throughout the program of utilizing IXL, IABs and Renaissance STAR tests.

School Actions

A CSR Math Teacher: This position will be purchased to support the Math Department (class sizes will be decreased in some math classes schoolwide) 1 FTE = \$127,777. The teacher in this position will teach a full-time math line, provide intervention beyond the school day after school or on Saturdays, and pull student data to monitor their progress and refer to appropriate programs.

Day-to-Day Sub for CSR Teacher: \$1560.

Math peer-tutoring support curriculum in two ninth-grade GBLG Advisory classes continues to be utilized; the math chair visits the math peer-tutoring classes regularly to monitor progress (Zero added cost).

Math interventions: Two advisories were targeted for extra support by upperclassmen peers; however, additional teachers who choose to provide tutoring can do so, usually about twice weekly before or after school. A parent group also requested Saturday math intervention, so the school intends to add math to the already existing Saturday (ELA) intervention sessions.

The IAB will continue to be used as a math pre-test, followed by instruction; collaboratively examine and score IAB assessments in math, to understand and support student math needs and to implement Common Core-aligned assessment practices across all subjects. IAB data is examined to determine focus areas of instruction and common teaching strategies, and the IAB is administered again as a post-test. That data is analyzed to determine the success of the lesson and the areas of strength and growth (Zero added cost).

Common Formative Assessments are developed across grade levels, designed by the department's teachers and by the local district, and IABs are also used as CFAs.

Common benchmark assessment results are analyzed to inform instruction.

Student engagement through the use of effective instructional strategies and with the use of technology is maximized (Zero added cost).

SBAC, IXL data, and tri-yearly Renaissance data (BOY, MOY, and EOY) is analyzed by the Data Coordinator in order to inform instruction and align the learning targets and standards with the curriculum to meet best the needs of at-risk students (Cost added to ELA section).

Supplementary instructional resources, such as IXL, are utilized to support instruction in mathematics, both in intervention programs and at home (Zero added cost).

Teacher X-Time (Non-Tutor) will be used for department /unit planning after school and/or on Saturdays (10 ELA teachers in all grades will participate in 6 planning meetings-3 hours each at \$90.18 per hour)=\$16,233 (Cost added to ELA section). Teachers in the same content area (Algebra I, Geometry, Algebra II, Pre-Calculus) will meet as a group to study student data (test scores, grades) to determine areas of strength and growth in their respective programs and the next steps for the curriculum and lesson planning.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30463723	N/A	13644	128,163	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,559	0.00	100

Los Angeles Unified School District
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English Learner Programs

Select all data sources reviewed to address the Pillar.	
<input checked="" type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<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 type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Open Data
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Growth Measure
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/>	College & Career Readiness Survey
<input type="checkbox"/>	Eduastic
<input type="checkbox"/>	School Targets Dashboard
<input checked="" type="checkbox"/>	Other: Focus Dashboard

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

In Spring 2022, 29.5% of the Emergent Bilinguals earned "D/F" on their overall report card (40.2% in June 2021), 34.3% earned "D/F" in Mathematics (55.8% in June 2021) and 35.3% earned a "D/F" in ELA (40% in June 2021).

According to the CA Dashboard, in Spring 2022, 42.6% of Emergent Bilinguals were progressing toward English language proficiency, putting Carson High School in the LOW status.

In the 2022-2023 school year, on the Summative ELPAC, the Emergent Bilinguals scored as follows: 42.25% scored Level 1-Minimally Developed (41.42% in 2021-2022); 26.76% scored Level 2-Somewhat Developed (20% in 2021-2022); 28.16% scored Level 3-Moderately Developed (25.71% in 2021-2022); and 0% scored Level 4-Well Developed (12.86% in 2021-2022).

In 2021-2022, 13% passed the ELPAC (17% in 2020-2021), 22% passed the Reading Inventory (17% in 2020-2021), and 22% qualified for reclassification (17% in 2020-2021).

In December 2022, there are 67 Emergent Bilinguals (20 Newcomers, 30 LTELs, 5 PLTELs, and 12 are between Newcomer and PLTEL).
 In the 2022-2023 school year, 75.37% of all EBs who took the Reading Growth Measure passed it with a score of Basic or above.

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

One-third of our students are Newcomers, the sub-group of EBs historically challenged when passing the ELPAC. CHS's dELD teacher works with all EBs (Newcomers, LEPs, PLTELs, LTELs) at our school site and teaches a comprehensive curriculum with a focus on the four domains of the ELPAC, Reading, Writing, Listening, and Speaking. Language development taught in the dELD classes will lead into transferring literacy skills utilized in all classes.

California School Dashboard Indicators:

The activities outlined in Academic : English Learner Programs pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.

<input checked="" type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input type="checkbox"/> All Students

Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *Required

In order to address the LOW status on the CA Dashboard, during the 2023-24 school year, all Emergent Bilinguals will continue to utilize the Accelerated Reading program for ten minutes daily to help improve the reading competency in both dELD and iELD classes, on the Reading Growth Measure, and the ELPAC, as documented by official test scores, student grades, and weekly progress monitoring.

In order to address the LOW status on the CA Dashboard, during the 2023-2024 school year, the dELD teacher will continue using the IXL program with her students to monitor weekly progress and improve scores, as documented by IXL reports, classroom observations, and lesson plans.

Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. *Required

In order to address the LOW status on the CA Dashboard, by June 2024, the percentage of EB students passing the reading test in their dELD class will increase 2% from 79% in 2022-2023 to 81%, as measured by the Reading Growth Measure platform.

In order to address the LOW status on the CA Dashboard, thirty percent of English Learners will reclassify during the 2023-2024 school year, an 8% increase from the 2021-2022 school year, as reported by Focus Dashboard.

In order to address the LOW status on the CA Dashboard, by June 2024, the percentage of students passing the ELPAC with an overall score of Well-Developed (4) will increase by 1% from 17% in 2021-2022 to 18%, as measured by the Summative ELPAC.

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.

District Priority

1A. Focus on consistent implementation of high-quality instruction to improve student outcomes

District Strategies

1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas

School Strategy

Implement rigorous first instruction that are guided by ELD standards and content standards (cELD), which include scaffolded Designated and Integrated ELD instruction for all, and also provide intervention and tutoring to all in the EL program. Professional Development will be provided by the TSP Advisor to the faculty and staff three times per year to teach various teaching strategies aimed at students of all levels.

School Actions

1. dELD and iELD teachers will continue to support language development in all four ELPAC domains (Listening, Speaking, Reading, & Writing) by incorporating domain-specific strategies into everyday activities. Scaffolding, providing differentiated instruction, accessing DOK Levels 3 and 4, and using lessons that address each of the four task types in all disciplines will be utilized in all ELD classrooms.
2. EB student test scores on the Reading Growth Measure, ELPAC, IXL, and Renaissance STAR will be monitored by the Data Coordinator and reviewed by the EL Coordinator and the dELD Teacher (Zero added cost).
3. Tutor Teacher X-Time will be purchased. Tutoring will be provided to EL students, specifically in Endeavor Club, an after-school tutoring club for English Learners supported by the TSP Advisor. The educational intervention will continue next school year on Saturdays from 9 am - 12 pm, with alternating instruction provided by the ELD teacher, the TSP Coordinator, and the Instructional Coach. Instructional foci will be the four domains of the ELPAC and reading skills for students to score proficiently on the Reading Growth Measure. The standards being taught are universal, so all students, regardless of their language ability, can attend and benefit from the intervention sessions (See Tutor X-Time below).
4. The Intervention Prevention Support Coordinator with Differential: This position helps plan and support all intervention programs. This person plans and facilitates SSPTs for students needing additional assistance and provides demonstration lessons for teachers who need guidance on providing multi-tiered levels of support in the classroom. This Coordinator will work with the TSP Coordinator by targeting the ELD and general populations needing intervention, planning the program, providing guidance to all teachers, and monitoring student progress.
5. The TSP Adviser will present three or more PDs showcasing teaching strategies throughout the school year to the staff; she and the administration will perform classroom observations to monitor the strategies and any subsequent student improvement.

Tutor Teacher X-Time: \$53, 249

The Intervention Prevention Support Coordinator with Differential: \$77,470

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		14496 - INTRVN/PREV SUP COOR (3 Hrs / 5 Days)	30464025	N/A	14496	77,672	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	53,183	0.00	100
CE-ESSA T1 Schools (7S046)		30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,750	0.00	100
CE-ESSA T1 Schools (7S046)		30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-1,700	0.00	100
CE-ESSA T1 Schools (7S046)		30170 - OPEB CERT	N/A	N/A	30170	-1,805	0.00	100
CE-ESSA T1 Schools (7S046)	2100	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	783	0.00	100

Los Angeles Unified School District
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Engagement & Collaboration

All sections are required.

Select all data sources reviewed to address the Pillar.
<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Growth Measure
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey
<input type="checkbox"/> Edulastic
<input type="checkbox"/> School Targets Dashboard
<input checked="" type="checkbox"/> Other: Focus Dashboard

1. List key findings related to Engagement & Collaboration 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

Eighty-three percent of parents were registered in Parent Portal in January 2023, a decrease of 4% from 2021-2022.
 One hundred percent of students now receive Free (and Reduced) Lunch, as CHS is now a CEP school rather than a pricing school.
 Thirty-nine percent of our parents completed the School Experience Survey (SES) in Fall 2022, a decrease from 51% in 2021-2022.
 Parent participation at school-sponsored workshops has decreased annually: 33 in Fall 2019; 31 in Fall 2020; 18 in Fall 2021; 11 in Fall 2022.

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

The school's issues with Schoology Parent Portal are technological; the parents often do not have an email address, or internet, or do not understand how to register online. The Parent Representatives help with registration, but when calling the school district for parent pin numbers, they wait on hold for hours, and then the pins are delayed, and the district personnel will not share pins with the Reps, only the parents.
 Regarding the School Experience Survey, our parent participation rates decreased once the survey went online. Not only do many parents have issues related to the internet, but the school has no evidence that parents have completed the survey when it is online, thus preventing school staff from being able to target which parents still need to complete the survey.
 Regarding parent participation in parent workshops, parent nights such as Back-to-School Night, Student-Led Conferences, etc: most of our parents work, and either work during night events or have other family obligations. Many parents only visit CHS when events are celebratory (awards assemblies, athletic events) or punitive (when student misbehaved and parents are summoned to the school).

California School Dashboard Indicators:

The activities outlined in Parent And Community pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.

<input checked="" type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input checked="" type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input checked="" type="checkbox"/> All Students

Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) *Required

During the 2023-2024 school year, the CHS Parent Center Representatives will implement a Health & Fitness Program for parents to meet weekly on campus for various events, such as a healthy cooking class, Walk for Fitness, etc, as documented by the Parent Center calendar, sign-in sheets, and announcements.

Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. *Required

CHS will increase its parent registration in the Schoology Parent Portal by 2% to reach 85% in Spring 2024 from 83% in Spring 2023, as reported by Focus Dashboard.

District Priority

- 3A. Strengthen relationships between families, students, and their schools to improve student success
- 3B. Provide clear, consistent, and accessible information to the community

District Strategies

- 3A.S2 Develop resources and activities to promote regular school community events that engage family and staff
- 3A.S3 Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal
- 3B.S6 Communicate with families in multiple languages and modes to best meet their needs

School Strategy

CHS will strengthen relationships between families, students, and their schools to improve student success, and provide clear, consistent, and accessible information to the community.

School Actions

Community Representatives:
 The two Community Representatives and the Categorical Program Advisor (CPA) will plan and facilitate three or more parent training sessions per semester to instruct and supervise parents on completing the Schoology Parent Portal registration and maneuvering through the platform. The Community Reps will also plan at least ten workshops each semester, focusing on Graduation Requirements, The Importance of Attendance, the Schoology Parent Portal, the College Series of workshops, and numerous events on the socio-emotional health of our school community. The Parent and Community Representatives, community engagement partners, such as the LA County Department of Health, and school-based counselors (Attendance, Academic, A-G, and College) will present on the various topics. The Parent Reps are also relied upon heavily by school staff to be a connection with parents and students. Parents often request workshop topics that the representatives, school staff or agency staff then deliver.

Categorical Program Advisor with Differential: The CPA helps support the Parent Reps in planning the workshops, attends workshops, and encourages participation of Parent and Community Reps and parents on both SSC and ELAC.

Community Representative (6 hrs/5 days)=\$28,341
 Community Representative (6 hrs/5 days)=\$28,341
 Categorical Program Advisor (3 hrs/5 days)=\$74,156
 Clerical X-Time: \$12,095

The Clerical X-Time tasks will be done outside of the clerical staff's regular assignment basis or on unassigned days. The staff will call parents and handle all parent and student documents related to all parent workshops and meetings.

Outreach/Communication to Parents: School staff will invite parents/guardians to attend parent workshops or other school events by the following means: Schoology messages, Blackboard Connect messages, personal phone calls by staff, school website, emails, flyers/newsletters, weekly principal updates, and monthly "Huddle With the Principal" on Zoom.

Monitoring
 The CPA will print out bi-monthly reports from Focus Dashboard, which determine which families are not actively registered on Parent Portal, to allow the school to target those families who may need help with registration. The CPA and Community Representatives will monitor the School Experience Survey preliminary response rates weekly (completed class rosters and the LAUSD SES website) to address those still incomplete.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2700	21468 - CLERICAL X-TIME	N/A	N/A	21468	12,095	0.00	100
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30455084	N/A	27785	36,222	1.00	100
CE-ESSA T1 Schools (7S046)		117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	30056564	N/A	117361	77,934	1.00	100
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30467226	N/A	27785	36,222	1.00	100
CE-ESSA T1 Schools (7S046)		30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,750	0.00	100
CE-ESSA T1 Schools (7S046)		30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-1,700	0.00	100
CE-ESSA T1 Schools (7S046)		30170 - OPEB CERT	N/A	N/A	30170	-1,805	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30224 - UNIT G-H&W MED BENF	N/A	N/A	30224	2,701	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30224 - UNIT G-H&W MED BENF	N/A	N/A	30224	2,701	0.00	100
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	783	0.00	100

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Joy & Wellness

Select all data sources reviewed to address the Pillar.	
<input type="checkbox"/>	ELPAC
<input checked="" type="checkbox"/>	Whole Child Integrated Data System
<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 checked="" type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Open Data
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Growth Measure
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/>	College & Career Readiness Survey
<input type="checkbox"/>	Eduastic
<input checked="" type="checkbox"/>	School Targets Dashboard
<input type="checkbox"/>	Other: Focus Dashboard

1. List key findings related to Joy & Wellness 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 Excellent Attendance rate decreased to 40% in June 2022, from from 77% in June 2021, and 69% in June 2020, according to MyData. In 2021-2022, the Pacific Islander group had the lowest "Excellent Attendance" rate, according to MyData. In 2020-2021 and 2019-2020, the White Subgroup has had the lowest "Excellent Attendance" rate of all ethnicity groups. During each month of the 2022-2023 school year, except November and December, student attendance improved from 2021-2022, as reported by MyData. Suspensions are still at 0 (MyData).

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

The PSA Counselor has been actively working with students that have truant and other at-risk attendance behaviors. The Attendance Office staff is making calls to announce absences, the PSA is making home visits, and holding parent conferences to make families aware of the students' poor attendance (facilitating SART and SARB meetings). However, incorrect phone numbers, blocked numbers, and parents blocking the school's number are preventing school staff from connecting with parents/guardians.

California School Dashboard Indicators:

The activities outlined in 100% Attendance pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.

<input type="checkbox"/>	English Learners
<input type="checkbox"/>	Foster Youth
<input type="checkbox"/>	Homeless
<input type="checkbox"/>	Socioeconomically Disadvantaged
<input checked="" type="checkbox"/>	Student with Disabilities
<input type="checkbox"/>	African American
<input type="checkbox"/>	American Indian or Alaska Native
<input type="checkbox"/>	Asian
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Hispanic or Latino
<input type="checkbox"/>	Native Hawaiian or Pacific Islander
<input type="checkbox"/>	White
<input type="checkbox"/>	Two or More Races
<input checked="" type="checkbox"/>	All Students

Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) **Required if this Pillar is addressed.*

During the 2022-23 school year, any student who attends school all five days of "The Weekly Attendance Challenge" week will be entered into an opportunity drawing to win a donated incentive, as documented by the PSA's Schoology announcements to students, after she tracks attendance data through MISIS.

Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. **Required if this Pillar is addressed.*

Sixty percent of the student body will reach Proficient attendance level in the 2023-2024 school year, as measured by MyData and Focus Dashboard.

District Priority

2D. Ensure outstanding attendance to support consistent in-class learning

District Strategies

2D.S2 Engage and build capacity of families to support attendance for students as a shared responsibility

2D.S4 Implement incentive programs for students with regular attendance, including recognition events, attendance “challenges,” and spirit days

School Strategy

Reduce the percentage of students with Chronic Absenteeism and encourage the student body to increase daily punctuality and attendance, PSA and her team will do the following:
 **Clear and Frequent Messaging
 **Personalized Daily Phone Calls
 **Connect with the Targeted Group

School Actions

1. Clear and Frequent Messaging (Zero added cost)
 **Schoolology posts remind students and families of important dates such as holidays, non-school days, events at school, etc.
 **PA announcements promote attendance expectations and goals.
 **Recognize students with good attendance via weekly attendance challenge.
 **Attendance data – sharing attendance data, attendance goals, and the importance of submitting timely and accurate attendance during staff meetings and via Schoolology.
 **Collaborate with AP to ensure accurate and timely attendance submittal by teachers.
 **Promote 25th, 50th, & 70th day of school

2. Personalized Daily Phone Calls (Zero added cost)
 **Daily phone calls to parents/guardians of students who are tardy for more than 30 minutes in the first period of the day
 **Phone calls to parents/guardians of students with three or more absences in a week (60% of instructional days in a school week), and follow up with an in-person meeting with the students
 **Phone calls to parents/guardians of students with 96% attendance and improved attendance

3. Connect with the Targeted Group (Zero added cost)
 **Chronically Absent Students: connect with students who are not attending school, identify the barriers, offer support, develop a plan, and set goals

4. Administration confirms that all the above steps are being made and followed through.

The abovementioned tasks are being carried out to improve communication with all families to increase proficient student attendance. Good attendance correlates with good grades and a goal is for all students to succeed.

Budget

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

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Other Academic Content

Select all data sources reviewed to address the Pillar.	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Open Data
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Growth Measure
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/>	College & Career Readiness Survey
<input type="checkbox"/>	Eduastic
<input type="checkbox"/>	School Targets Dashboard

1. List key findings related to Other Academic Content 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**

California School Dashboard Indicators:

- Academic Indicator ELA
- Academic Indicator Math
- EL Progress Indicator
- Chronic Absenteeism
- Suspensions
- College/Career Indicator
- Graduation

- English Learners
- Foster Youth
- Homeless
- Socioeconomically Disadvantaged
- Student with Disabilities
- African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- All Students

Schools must write at least one Measurable Implementation Objective. State the School's Measurable Implementation Objective(s) ***Required if this Pillar is addressed.**

Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. ***Required if this Pillar is addressed.**

District Priority

District Strategies

Budget

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

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

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

<p>1. What actionable inequities were identified by the school?</p>
<p>1. Due to a substitute teacher shortage, teacher participation in SSPTs was affected. 2. Teachers have to sub for other teachers so often that they lose time planning individually or with colleagues. 3. Students often cannot stay after school to attend the intervention. 4. Many students do not have internet access at home, which prevents them from completing online assignments. 5. The school does not possess enough Chromebooks to replace damaged or lost devices. 6. Laptops should replace Chromebooks to mirror what students see when entering the industry/careers. 7. Many teachers do not utilize IXL or Renaissance STAR (district diagnostics), EGI, culturally-relevant lessons, or Kagan structures and strategies. 8. More targeted Professional Development is needed for teachers to review instructional strategies and resources.</p>
<p>2. Which inequities are priorities for the school to address?</p>
<p>More targeted Professional Development is needed for teachers to review instructional strategies and resources. Many teachers do not utilize IXL or Renaissance STAR (district diagnostics), EGI, culturally-relevant lessons, or Kagan structures and strategies. Students often cannot stay after school to attend the intervention.</p>
<p>3. How will the school address these inequities?</p>
<p>Professional Development will be more targeted on Students with Exceptional Needs, Emergent Bilinguals, and Equitable Grading Instruction to address the need for uniformity by all teachers to utilize all platforms and strategies to encourage student engagement and skill comprehension during the school day. Intervention can be incorporated into the class period using the teaching strategies, and fewer after-school or Saturday interventions may be needed.</p>
<p>4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.</p>
<p>Due to a substitute teacher shortage, teacher participation in SSPTs was affected. Teachers have to sub for other teachers so often that they lose time planning individually or with colleagues. Many students do not have internet access at home, which prevents them from completing online assignments. The school does not possess enough Chromebooks to replace damaged or lost devices.</p>

EVIDENCE-BASED INTERVENTIONS

Guidance and Instructions: All schools must implement Evidence-Based Interventions as part of their improvement plan. Per ESSA, the term "intervention" can include activities, strategies, or interventions. For further guidance on Evidence-Based Interventions, click here. Complete questions 1 through 9 for each evidence-based intervention that will be implemented

1. Student Groups: Indicate the student group(s) that will be the focus of this evidence-based intervention

<input checked="" type="checkbox"/> All Students
<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Race/Ethnicity-Specific
<input type="checkbox"/> Students with Disabilities

2. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses

<input type="checkbox"/> English Language Arts (3-8,11)
<input type="checkbox"/> Mathematics (3-8,11)
<input type="checkbox"/> English Learner Progress (1-12)
<input type="checkbox"/> Chronic Absenteeism (TK-12)
<input type="checkbox"/> Suspension Rate (TK-12)
<input checked="" type="checkbox"/> College/Career (9-12)
<input checked="" type="checkbox"/> Graduation Rate (9-12)

3. Evidence Rating: Indicate the Evidence Rating for the intervention

<input checked="" type="checkbox"/> Strong, Moderate, Promising
<input type="checkbox"/> Demonstrates Rationale (not allowable for 7T691)

4. Rating Rationale: Indicate the source that was used to determine the rating.

<input checked="" type="checkbox"/> What Works Clearinghouse
<input type="checkbox"/> LAUSD Evidence-Based Intervention Bench
<input type="checkbox"/> Evidence for ESSA

Other-Specify and Provide Link to Study [include specific page number(s) for the evidence]

5. Intervention Status: Indicate if this is a new or continuing Intervention.

New
 Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

Dual-Enrollment Program

7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the SPSA Goal & Focus Area.

Dual Enrollment Programs (Transition to College) : Dual enrollment programs were found to positively affect students’ degree attainment (college), college access and enrollment, credit accumulation, completing high school, and general academic achievement (high school), with a medium to a large extent of evidence. For the staying in high school, college readiness, and attendance (high school) domains, dual enrollment programs had potentially positive effects with a small extent of evidence. Dual enrollment programs were found to have no discernible effects on general academic achievement (college) with a small extent of evidence. Dual enrollment programs allow high school students to take college courses and earn college credits while still attending high school. Such programs, also referred to as dual credit or early college programs, are designed to boost college access and degree attainment, especially for students typically underrepresented in higher education. Dual enrollment programs support college credit accumulation and degree attainment via at least three mechanisms. First, allowing high school students to experience college-level courses helps them prepare for the social and academic requirements of college while having additional support available to high school students; this may reduce the need for developmental coursework. Second, students who accumulate college credits early and consistently are more likely to attain a college degree. Third, many dual enrollment programs offer discounted or free tuition, which reduces the overall cost of college and may increase the number of low socioeconomic status students who can attend and complete college.

8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.

The district evaluates the Dual-Enrollment Program and the program will be evaluated at the school site on the percentage of students who pass and earn college credit.

9. If the response to question #4 is “Continuing,” what data support the claim that the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If the response to question #4 is “New,” write “NA” in the textbox below.

Continuing. Dual enrollment programs were found to positively affect students’ degree attainment (college), college access and enrollment, credit accumulation, completing high school, and general academic achievement (high school), with a medium to a large extent of evidence.

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).

Carson High School's mission and vision is to prepare students to be college and career ready. Through our College Center Counselor, academic counselors, and parent workshops, students become aware of how to complete their A-G requirements so that they are eligible to apply to four-year colleges. Career Technical Education programs give students real-world skills and job experience, and our increased school-wide focus on Linked Learning strives to better prepare students with real-world authentic learning experiences. Students participate in Advanced Placement courses, and have access to concurrent enrollment opportunities in classes offered after-school on our campus by Los Angeles Harbor College.

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.).

Carson High School implements a three tiered RTI model approach to addressing student behavior, with a progressive discipline plan and a preventative support model called the Positive Behavior Intervention and Support Plan. The Administration supports students needing behavioral intervention by offering counseling, mediation and conflict resolution, and a behavior support plan, if necessary.

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

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

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

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

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

The Schoolwide Program Plan is developed with the involvement of all stakeholders (administration, teachers, students, parents, community members) through our regular, ongoing cycle of continuous improvement followed by our School Site Council (SSC) and Local School Leadership Council (LSLC). Together, stakeholders review data, discuss the comprehensive needs, and make recommendations for continuous improvement that support the school's greatest areas of need.

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

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

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

N/A

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	0.00 53,183	0.00 0	0.00 0	0.00 0	0.00 0	0.00 53,183
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 3,118	0.00 0	0.00 0	0.00 0	0.00 0	0.00 3,118
110142 110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 123,679	0.00 0	0.00 0	0.00 0	0.00 0	1.00 123,679
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	0.00 783	0.00 0	0.00 0	0.00 0	0.00 0	0.00 783
117361 117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00 77,934	0.00 0	0.00 0	0.00 0	0.00 0	1.00 77,934
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	0.00 783	0.00 0	0.00 0	0.00 0	0.00 0	0.00 783
11760 11760 - PROB SOLV DT CRD DIF	<input type="checkbox"/>	0.00 783	0.00 0	0.00 0	0.00 0	0.00 0	0.00 783
11825 11825 - COUNSELING ASST (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 19,708	0.00 0	0.00 0	0.00 0	0.00 0	1.00 19,708
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 128,163	0.00 0	0.00 0	0.00 0	0.00 0	1.00 128,163
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 128,163	0.00 0	0.00 0	0.00 0	0.00 0	1.00 128,163
14496 14496 - INTRVN/PREV SUP COOR (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00 77,672	0.00 0	0.00 0	0.00 0	0.00 0	1.00 77,672
14685 14685 - PROB SOLV DT CORD C1 (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00 77,672	0.00 0	0.00 0	0.00 0	0.00 0	1.00 77,672
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00 83,927	0.00 0	0.00 0	0.00 0	0.00 0	0.00 83,927

21468 21468 - CLERICAL X-TIME	<input type="checkbox"/>	0.00	0	0.00	0	0.00	12,095	0.00	0	0.00	0	0.00	12,095
25665 25665 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	<input type="checkbox"/>	1.00	86,428	0.00	0	0.00	0	0.00	0	0.00	0	1.00	86,428
26339 26339 - SR OFFICE TECH E1T/5 (8 Hrs / 5 Days)	<input type="checkbox"/>	1.00	83,532	0.00	0	0.00	0	0.00	0	0.00	0	1.00	83,532
27785 27785 - COMMUNITY REP C (6 Hrs / 5 Days)	<input type="checkbox"/>	2.00	72,444	0.00	0	0.00	0	0.00	0	0.00	0	2.00	72,444
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	0.00	-23,250	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-23,250
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	0.00	-5,100	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-5,100
30170 30170 - OPEB CERT	<input type="checkbox"/>	0.00	-5,415	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-5,415
30224 30224 - UNIT G-H&W MED BENF	<input type="checkbox"/>	0.00	5,402	0.00	0	0.00	0	0.00	0	0.00	0	0.00	5,402
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>	0.00	51,194	0.00	0	0.00	637	0.00	0	0.00	0	0.00	51,831
40261 PENDING DISTRIBUTION	<input type="checkbox"/>	0.00	-16,938	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-16,938
Total		11.00	1,023,865	0.00	0	0.00	12,732	0.00	0	0.00	0	11.00	1,036,597
												0	

ATTACHMENTS

Attach the following materials

Submit with Plan:

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

Submit to Principal's Portal:

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

Submit via Email

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

Retain at the School:

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