Los Angeles Unified School District

School Plan for Student Achievement

2021-2022

Implementation

ALTA CALIFORNIA EL (1739801)

Interim Superintendent
Megan K. Reilly

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

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SCHOOL IDENTIFICATION

School Name: ALTA CALIFORNIA EL (1739801)   Local District: NW

CDS Code	County	District				School					
	1	9	6	4	7	3	3	0	1	2	2	1	8	4

For additional information on our school programs contact the following:

Principal: BENITEZ, JOSE A   E-mail address: jab0459@lausd.net

SPSA Designee: FRIAS, JUAN   Position: ASMT,NONCLSRM,PREP   E-mail address: jfrias@lausd.net

School Address: 14859 RAYEN ST, PANORAMA CITY, CA 91402   School Telephone Number: 8188304400

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

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

CARA SCHNEIDER	☑	06/09/2021
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

CARA SCHNEIDER
Typed Name

◯ **Revision Required**   ● **Approved**

06/09/2021
Signed Date

Local District EL Compliance Coordinator

DEBRA HIRSCH
Typed Name

◯ **Revision Required**   ● **Meets Federal Requirements**   ◯ **N/A**

06/02/2021
Signed Date

Local District PACE Administrator

GONSALO GARAY
Typed Name

◯ **Revision Required**   ● **Meets Federal Requirements**   ◯ **N/A**

06/14/2021
Signed Date

Local District Title I Coordinator

CECILIA RIQUELME
Typed Name

◯ **Revision Required**   ● **Meets Federal Requirements**   ◯ **N/A**

06/02/2021
Signed Date

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) ☐ ELAC has delegated authority to SSC ☐ Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/05/2021	Illeana Hernandez
Local School Leadership	02/18/2021	Cecilia Marron
School Site Council	02/25/2021	Nestor Avelar

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: 02/25/2021

School plan approval appears in SSC Minutes.

Date

Attested:

Nestor Avila   ☑   03/10/2021
_____   _____   _____
Typed name of SSC chairperson   E-Signature of   Date
                                                SSC chairperson

BENITEZ, JOSE A   ☑   03/10/2021
_____   _____   _____
Typed name of school principal   E-Signature of   Date
                                                School principal

2021-2022 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:

	Allocation:	Original	Second	Third
☑ **Title I: Schoolwide Program (7S046)**	Amount: $	588,954	0	
Purpose: To upgrade the entire educational program of the school.				
☑ **Title I: Coll&Career Coach [Cent Funds] (7T124)**	Amount: $	0	0	
Purpose: 7T124 IS REFERING HERE				
☑ **Title I: Parent Involvement Allocation (7E046)**	Amount: $	6,798	0	
Purpose: To promote family literacy, parenting skills, and parent involvement activities.				
☑ **Title III: English Language Development (7T197)**	Amount: $	0	0	
Purpose: 7T197				
☑ **Title I: Comprehensive Sup & Improv (7T691)**	Amount: $	0	0	
Purpose: 7T691				

Total amount of categorical funds allocated to this school: **$ 595,752**

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.)

It is the vision of Alta California that it becomes a school where all students have the individual support, encouragement, and opportunity they need to achieve academically at very high levels. They will develop the personal habits and values which will allow them to be successful both in school and their community. Alta California will implement the best practices from research-based curriculum and decisions will be data-driven to develop lessons and strategies that meet the needs of all students.

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?)

The mission of Alta California Elementary School is to collaborate with families and the community by providing challenging, real-life learning opportunities, preparing students for success in a diverse society and ever – changing world. Students will become self-directed learners as they become proficient in standards – based curriculum. Alta California staff will develop and support students who are innovative problem solvers, who will be technologically skilled and will become constructive thinkers and responsible members of society.

School Profile Description

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

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/
Alta California Elementary School is a predominantly Hispanic population. It is a traditional calendar school located in Panorama City in the San Fernando Valley, county of Los Angeles. The area is 3.74 square miles with 18,217 housing units. The median household income is $36,687. 28.4% have less than a ninth grade education, 20% are high school graduates, and 15.03% have some college.
2.   Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):
Alta California ES is composed of grades TK through 5. The school is disproportionate and has large amount of 3rd, 4th and 5th grader students enrolled. Students enroll from a K-2 Primary Center.
3.   Indicate student enrollment figures:
Our enrollment has decreased over the last four years. In 2013-2014, enrollment was 921 students. In 2014-2015, enrollment decreased to 896 students. In 2015-2016, enrollment decreased to 843 students. In 2016-2017, enrollment decreased again to 786 students. In 2017-2018, enrollment decreased to 751 students. In 2018-2019, enrollment decreased to 700 students. In 2019-2020 school year, enrollment decreased to 687. Currently in 2020-2021, our school enrollment has decreased to 666 students.
4.   Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):
97.06% of students are low income (Title I ranking for the 2021-2022 school year).
5.   Identify language, racial and ethnic make-up of the student body:
94.2% of our student population is Latino, with the other 1.0% comprised of African-Americans, Asians, White, and Other. 39.2% of our students are English Language Learners, with 26.3% of our students as RFEP, and the rest are EO/IFEP. Other languages spoken at Alta California are: Spanish, Armenian, and Arabic.

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:

Alta California ES shares students individual achievement results through two parent conference nights, open house, back to school night, mailing of score reports like the CAASPP, ELPAC, DIBELs and etc. Teachers meet individually via ZOOM and share interim assessment result as well as progress monitoring.

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

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

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

Other important characteristics of the school:

Alta California ES is disproportionate in regards to grade level size. It is a normal school from K-2. However, in the 3rd grade, students enroll from Primary Academy, which increase a grade level enrollment by nearly double in grades 3-5.

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)
☑ English Learner Advisory Committee	ELAC Committee reviewed attendance, enrollment , DiBLES Data, School Experience Survey, Enrollment Data, etc. It made recommendations to SSC.	01/15/2021, 02/05/2021
☑ Other: Local School Leadership Council	Council Reviewed attendance, enrollment, DIBLES Data, Stakeholder Survey Data. It made recommendations to SSC.	01/21/2021, 02/18/2021, 03/18/2021
☑ School Site Council	Council reviewed attendance, enrollment, DIBLES Data, Stakeholder Data. On February 25, 2021, SSC approved the 2021-2022 SPSA and Title I Budget. On March 25, 2021 SSC reviewed and approved the additional allocation and SPSA.	01/28/2021, 02/25/2021, 03/25/2021

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100% GRADUATION AND BEYOND

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:
☐ ELPAC
☐ Whole Child Integrated Data System
☐ MyData
☐ Student Grades
☐ IEP Goals Data
☐ DIBELS Math
☐ DIBELS
☐ School Accountability Report Card (SARC)
☐ CA Dashboard
☐ Smarter Balanced Assessment Criteria (SBAC)
☐ Interim Comprehensive Assessment (ICA)
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Inventory (RI)
☑ N/A

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

N/A

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

N/A

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

N/A

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

N/A

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

California School Dashboard Indicators:

The activities outlined in 100% Graduation and Beyond Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)

Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.

All Students

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.

N/A

Schools must write at least one Measurable Improvement Objective

State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. * Required if this Goal is addressed.

N/A

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

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

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

Strategies			
Strategies, Actions and Tasks		**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**

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

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

Strategies			
Strategies, Actions and Tasks		**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**

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

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

Strategies			
Strategies, Actions and Tasks		**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**

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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ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:
☐ ELPAC
☑ Whole Child Integrated Data System
☑ MyData
☐ Student Grades
☐ IEP Goals Data
☐ DIBELS Math
☑ DIBELS
☐ School Accountability Report Card (SARC)
☑ CA Dashboard
☑ Smarter Balanced Assessment Criteria (SBAC)
☐ Interim Comprehensive Assessment (ICA)
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Inventory (RI)
☐ N/A

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

2020-21 DIBLES BOY

The percentage of students who scored WBBM in 2020-21 DIBLES BOY were as follows: 58% of Kinder students, 44% of 1st graders, 52% of 2nd graders, 43% of 3rd graders, 20% 0f 4th graders, 26% of 5th graders.

The percentage of students who scored BBM in 2020-21 DIBLES BOY were as follows: 14% of Kinder students, 13% of 1st graders, 13% of 2nd graders, 18% of 3rd graders, 26% 0f 4th graders, 12% of 5th graders.

The percentage of students who scored BM in 2020-21 DIBLES BOY were as follows: 6% of Kinder students, 26% of 1st graders, 24% of 2nd graders, 28% of 3rd graders, 41% 0f 4th graders, 39% of 5th graders.

The percentage of students who scored ABM in 2020-21 DIBLES BOY were as follows: 13% of Kinder students, 11% of 1st graders, 111% of 2nd graders, 11% of 3rd graders, 13% 0f 4th graders, 29% of 5th graders.

2020-21 DIBLES MOY

The percentage of students who scored WBBM in 2020-21 DIBLES MOY were as follows: 71% of Kinder students, 61% of 1st graders, 56% of 2nd graders, 46% of 3rd graders, 20% 0f 4th graders, 26% of 5th graders.

The percentage of students who scored BBM in 2020-21 DIBLES MOY were as follows: 14% of Kinder students, 12% of 1st graders, 12% of 2nd graders, 21% of 3rd graders, 26% 0f 4th graders, 12% of 5th graders.

The percentage of students who scored BM in 2020-21 DIBLES MOY were as follows: 6% of Kinder students, 18% of 1st graders, 24% of 2nd graders, 27% of 3rd graders, 41% 0f 4th graders, 39% of 5th graders.

The percentage of students who scored ABM in 2020-21 DIBLES MOY were as follows: 13% of Kinder students, 9% of 1st graders, 8% of 2nd graders, 6% of 3rd graders, 13% 0f 4th graders, 29% of 5th graders.

DIBLES DATA
2019-20 DIBLES BOY

The percentage of students who scored WBBM in 2019-20DIBLES BOY were as follows: 67% of Kinder students, 45% of 1st graders, 53% of 2nd graders, 22% of 3rd graders, 20% 0f 4th graders, 26% of 5th graders.

The percentage of students who scored BBM in 2019-20 DIBLES BOY were as follows: 14% of Kinder students, 14% of 1st graders, 12% of 2nd graders, 26% of 3rd graders, 26% 0f 4th graders, 12% of 5th graders.

The percentage of students who scored BM in 2019-20 DIBLES BOY were as follows: 6% of Kinder students, 31% of 1st graders, 19% of 2nd graders, 33% of 3rd graders, 41% 0f 4th graders, 39% of 5th graders.

The percentage of students who scored ABM in 2019-20 DIBLES BOY were as follows: 13% of Kinder students, 7% of 1st graders, 16% of 2nd graders, 19% of 3rd graders, 13% 0f 4th graders, 29% of 5th graders.

2019-20 DIBLES MOY

The percentage of students who scored WBBM in 2019-20 DIBLES MOY were as follows: 17% of Kinder students, 46% of 1st graders, 39% of 2nd graders, 27% of 3rd graders, 20% 0f 4th graders, 26% of 5th graders.

The percentage of students who scored BBM in 2019-20 DIBLES MOY were as follows: 14% of Kinder students, 8% of 1st graders, 14% of 2nd graders, 19% of 3rd graders, 26% 0f 4th graders, 12% of 5th graders.

The percentage of students who scored BM in 2019-20 DIBLES MOY were as follows: 6% of Kinder students, 34% of 1st graders, 20% of 2nd graders, 39% of 3rd graders, 41% 0f 4th graders, 39% of 5th graders.

The percentage of students who scored ABM in 2019-20 DIBLES MOY were as follows: 13% of Kinder students, 12% of 1st graders, 19% of 2nd graders, 15% of 3rd graders, 13% 0f 4th graders, 29% of 5th graders.

CAASPP Results:
The percentage of students who "met or exceeded standards" the 2014-2015 CAASPP in ELA were as follows: 8% of 3rd graders, 10% of 4th graders and 18% of 5th graders.
The percentage of students who "met or exceeded standards" the 2015-2016 CAASPP in ELA were as follows: 20% of 3rd graders, 14% of 4th graders and 29% of 5th graders.
The percentage of students who "met or exceeded standards" the 2016-2017 CAASPP in ELA were as follows: 25% of 3rd graders, 22% of 4th graders and 35% of 5th graders.
The percentage of students who "met or exceeded standards" the 2017-2018 CAASPP in ELA were as follows: 33% of 3rd graders, 33% of 4th graders and 48% of 5th graders.
The percentage of students who "met or exceeded standards" the 2018-2019 CAASPP in ELA were as follows: 43% of 3rd graders, 42% of 4th graders and 46% of 5th graders.

SUBGROUPS
In English Language Arts, Alta was yellow overall on the California Schools Dashboard for the 2018-2019 school year. Overall, student increased by 13.9 points and are now 23 points below standard. Students with Disabilities increased by 23.8 points, but are in the orange and 94.5 points below standard. English Learners increased by 10.7 points. Hispanic increased by 12 points. Socioeconomically disadvantaged increased by 12.8 points. Homeless students scored 27.1 points below standard, they increased by 29 points. Based on the California School Dashboard, all of our subgroups are making growth and are moving closer towards proficiency.
In the area of English Learners, EL students increased by 14.2 points and are 113.7 points below standard in ELA. RFEP students increased by 12.3 points and are 23.8 points below standard in ELA.

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

Although our goals were met in 2018-19 of increasing CAASPP scores and bringing about college awareness, there are underlying issues that keep the school from success for all students at our school. There is no current data for the 2019-20 school year because of there no CAASPP Test administered. The lack of insufficient planning for teachers contributed low scores in IAB Assessments. We will continue to focus on contributing factors that have prevented success for all students. One need that we believe we need to address is providing more professional development growth specifically for teachers that service Students with Disabilities. Special Education and Mainstream teachers need more time to plan together and articulate lesson objective and accommodations needed for Special Education students to better access the core content. Special Education Teacher Assistants will also be trained in strategies to support reading instruction and fluency in order to improve CAASPP Data. Teacher Assistants will support struggling students in ELA small group instruction under the direct supervision of teachers.

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

Alta California ES experienced a significant improvement in 2018-19. ELA CAASPP score increased by 6% overall. In addition, students scoring benchmark increased as well. The following continuing strategies will be implemented to ensure struggling students continue to show progress in ELA.

1. Teacher Non Tutor X-Time has significantly support increase achievement at our school site. Teachers select students preforming below benchmark within their own class and provide targeted instruction based on the analysis of dibels data.
2. Teacher Assistance are utilized daily to provide small group instruction for struggling students. They strategically spread across all grade levels to work with at-risk students.
3. Teachers were provided collaboration time to work on the writing claims. Teachers worked on lessons that focused on the elements of narrative, informational and opinion writing. Teachers also used the RACE strategy to assist students in responding to written response questions or brief writes.
4. SPED teacher pushed into the classroom rather than pulling out student in order to support ongoing instruction in the general education setting.

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

Based on our root cause analysis, we have identified areas that need improvement in order to improve the school's educational program, the following new strategies will be put in place.
1. For our students with Disability Subgroup, Special Education teachers and mainstreaming teachers will be given more time to plan together and articulate lesson objective and accommodations needed for for Special Education students to access the core content.
2. More professional development and planning time for teachers that need more support with strategies for English Learners and Socioeconomically disadvantage students.

Our new strategy is to use increase staff professional development in Integrated ELD, Increase Demo lessons provided by instructional coach in ELA, Increase number of Teacher Assistant to work with students in small groups during UAT, Library Aide will assist teachers and students to find a variety of genre book selections, and Increase Tutor Teacher X-Time so that students are provided with after school intervention in ELA.

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

California School Dashboard Indicators:

The activities outlined in ELA Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)
Academic Indicator ELA, EL Progress Indicator

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.
Student with Disabilities

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.
In 2021-2022, all teachers will provide small group instruction for students that are performing below benchmark on DIBLES at least 3 times per week, as measured by classroom observation logs.

Schools must write at least one Measurable Improvement Objective

State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. * Required if this Goal is addressed.
By June 2022, Students with Disability will increase by 12 points from 94.5below standards to 82.5 below standard as measured by CA Dashboard.

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

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

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

Strategies			
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**	
Integrated ELD Leadership team will organize and lead Categorical Program and Intervention programs, staff development for teachers, paraprofessionals, parents and volunteers. Some PD's provided include: • Integrated ELD • Deepening the use of Thinking Maps • Embed Culturally Relevant and Responsive Strategies to provide access to Core Program for students • Good First Teaching Strategies • Common understanding of rigorous instruction, "How does it look and sound?" • Use of Criteria Charts and Rubrics • Use of Academic Language • IAB progress monitoring • Ditigal Library Coordinator will coordinate intervention programs, plan and present PD's outside the basic assignment. The Coordinator will provide services outside of the regular assignment directly related to categorical program, including program evaluation and parent involvement activities.	08/17/2021 06/10/2022	Principal and Leadership Team will monitor activities and implementation of PD's and the effectiveness of instructional program through classroom observations.	
Teacher Assistants will support ELA small group instruction under the direct supervision of a teacher. TA will be trained to increase proficiency in Language Arts: • Reading Comprehension Strategies • Writing Strategies and Application • Vocabulary Development • Literary Response and Analysis • Phonemic Awareness/Blending	08/17/2021 06/10/2022	Principal and Leadership Team will monitor activities and implementation of PD's and the effectiveness of instructional program through classroom observations.	
Library aide wil provide assistance to students and teachers in a school library and perform clerical and computer duties to support library functions. The library aide will provide guidance and assistance to students in the selection of books by interest and genres to increase the interest of reading schoolwide. Library aide will also provide assistance to teachers in library information retrieving skills from the district's computerized library system (Non-Title 1 funded)	08/17/2021 06/10/2022	Principal and Leadership Team will monitor activities and implementation of PD's and the effectiveness of instructional program through classroom observations.	
Provide demonstration lessons and professional development trainings in Literacy. The Instructional Coach will also assist with data analysis from assessments in the tutoring program for at-risk students and will assist teachers with planning instructions based on data.	08/17/2021 06/10/2022	Principal and Leadership Team will monitor activities and implementation of PD's and the effectiveness of instructional program through classroom observations.	

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

Focus Area: **Effective Classroom Instruction**

Academic : English Language Arts

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
A grade level instructional block will be implemented to provide flexible grouping during their implementation of Independent Work Time (IWT). Core instructional minutes will be protected from interruption.	08/17/2021 06/10/2022	Principal and Leadership Team will monitor instructional time.
Teacher Assistants In order to meet the needs of struggling students and implement the strategy of small group and individualized instruction, Teacher Assistants will be funded. TA's will provide instructional support as directed by the teacher to target specific standards to accelerate student learning. TA will be trained to increase language Arts proficiency, support ELLPs Academies and focus on the following ELA areas: • Reading Comprehension Strategies • Writing Strategies and Application • Vocabulary Development • Literary Response and Analysis • Phonemic Awareness/Blending (9 Teacher Assistants will cost $175,302. In addition, benefits of $53,703 is included.)	08/17/2021 06/10/2022	Principal will monitor and evaluate Teacher Assistant and provide assistance and guidance to ensure effectiveness on student achievement.
Teacher X (Non-Tutor) In order to implement the strategy of effective classroom instruction through additional opportunities for teachers to plan and collaborate, Teacher X (Non-Tutor) will be funded. Teachers will meet by grade level to collaborate, plan, and analyze student data. Planning sessions will target the needs of At-Risk students and support the implementation of the Early Literacy and Language Program (ELLP) for K-2nd students aimed at increasing reading fluency through flexible groupings and targeted instruction focused on phonemic awareness, blending, segmentation, and phonics. Teachers in grades 3-5 will also focus on planning and collaboration to develop flexible student grouping to meet the specific needs of At- Risk Title I students. Teachers will be planning and developing strategies to accelerate learning for reading, writing, listening and speaking. The teacher planning time will occur for 31 teachers on 4 Saturdays in the Fall semester of 2021 for approximately 4 hours each. Total cost is 41,292 in Teacher X (Non-Tutor).	08/17/2021 06/10/2022	Principal will monitor and evaluate Teacher Assistant and provide assistance and guidance to ensure effectiveness on student achievement.

Budget								
Funding Source	**SACS Function**	**Budget Description**	**Position No**	**Vendor**	**Budget Item No**	**Total Cost**	**FTE**	**Funding %**
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30469862	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30353307	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30353322	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30354284	N/A	107762	19,690	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30361718	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30397036	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30430983	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30458725	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	53,703	0.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30473284	N/A	107762	19,690	1.00	100
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	41,292	0.00	100

Focus Area:	**Interventions During and After the School Day and Other Supports**	*Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
Tutor Teacher X-Time In order to meet the needs of struggling students and implement the strategy of targeted small group intervention, we will fund after-school ELA Intervention. K-5th After-School ELA intervention program targeting specific ELA content strands including: Reading Comprehension Strategies, Writing Strategies and Application, Vocabulary Development, and Literary Response and Analysis. Teachers will deliver an ELA technology based intervention through the use of Achieve3000 and Lexia as well as deliver direct instruction. The intervention program requires the use of Chromebook carts that are monitored by teachers. Intervention will occur in the Fall (September 2021 -December 2021) and Spring (February 2021 - April 2021) Each session will have 19 teachers at a pay rate of $83.25 per hour and consist of approximately 36 hours per intervention session.In addition, 1 teacher will have a newcomer section of approximately 37 hours per session. One session will occur in the Fall and another in the Spring. A total of $120,065 will be funded for intervention.	08/17/2021 06/10/2022	Principal and Leadership Team will monitor and evaluate all intervention programs and activities.
Teacher Assistant relief time will provide support for intervention programs outside of their basic assignment. Funds will also pay for TA's to attend training outside of their basic assignment. Some of the training topics include: • Reading Comprehension Strategies • Writing Strategies and Application • Vocabulary Development • Literary Response and Analysis • Phonemic Awareness/Blending (Non-Title 1 funded)	08/17/2021 06/10/2022	Principal will provide assistance and guidance and evaluate performance to assess instructional impact on student learning.

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
To effectively close the achievement gap in ELA and to improve the instruction practice, teachers will engage in the following: • Opportunities to observe best practices in other classrooms and other successful schools • Opportunities to observe model lessons provided by National Board Certified and demonstration teachers • Attend regularly scheduled grade level meetings for lesson study leading to the development of effective lesson plans with colleagues • Conferencing and strategizing with the principal to improve instructional practices and classroom management techniques • Differentiated professional development opportunities and conference attendance • Consistent observations by the administrator to provide teachers on-going and timely verbal and written feedback with specific recommendations for improvement • Data dialogues between teachers and the principal on a quarterly basis to allow teachers to review the progress of their students and to develop strategies to improve student achievement	08/17/2021 06/10/2022	Principal and Leadership Team will monitor and evaluate all intervention programs and activities.
IT Support Assistant In order to implement the strategy of engaging use of technology to support struggling students and technical support for teachers, the school will purchase an Information Supports Systems Assistant. Information Support Systems Assistants will be funded to provide technical assistance to teachers and students accessing online intervention programs and ensuring all technology equipment is functioning to support the core instructional program in Literacy, Math, Social Studies, and Science. They will trouble shoot network issues and help teachers and students access technology to assist in the instructional learning in the core content areas in literacy, math, social studies, and science.	07/01/2021 06/30/2022 New	The principal and leadership team will monitor how effectively students and teachers are able to access online intervention program and evaluate student progress based on student grades.

Budget								
Funding Source	**SACS Function**	**Budget Description**	**Position No**	**Vendor**	**Budget Item No**	**Total Cost**	**FTE**	**Funding %**
CE-ESSA T1 Schools (7S046)	2100	21848 - INFOSYS SPTAST C1T/4 (6 Hrs / 5 Days)	30469854	N/A	21848	54,893	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	120,065		100

Section 12.1

Los Angeles Unified School District
2021-2022 School Plan for Student Achievement

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:
☐ ELPAC
☑ Whole Child Integrated Data System
☐ MyData
☐ Student Grades
☐ IEP Goals Data
☐ DIBELS Math
☐ DIBELS
☐ School Accountability Report Card (SARC)
☐ CA Dashboard
☑ Smarter Balanced Assessment Criteria (SBAC)
☐ Interim Comprehensive Assessment (ICA)
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Inventory (RI)
☐ N/A
☑ Other: Edulastic

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

CAASPP Results:
The percentage of students who "met or exceeded standards" the 2014-2015 CAASPP in Math were as follows: 13% of 3rd graders, 10% of 4th graders and 11% of 5th graders.
The percentage of students who "met or exceeded standards" the 2015-2016 CAASPP in Math were as follows: 29% of 3rd graders, 13% of 4th graders and 17% of 5th graders.
The percentage of students who "met or exceeded standards" the 2016-2017 CAASPP in Math were as follows: 31% of 3rd graders, 22% of 4th graders and 23% of 5th graders.
The percentage of students who "met or exceeded standards" the 2017-2018 CAASPP in Math were as follows: 37% of 3rd graders, 29% of 4th graders and 37% of 5th graders.
The percentage of students who "met or exceeded standards" the 2018-2019 CAASPP in Math were as follows: 51% of 3rd graders, 42% of 4th graders and 40% of 5th graders.

SUBGROUPS
In Math, Alta was green overall on the California Schools Dashboard for the 2018-2019 school year. Overall, student increased by by 12.3 points and are now 25.1 points below standard. Students with Disabilities increased by 45.1 points, but are in the yellow and 61.6 points below standard. English Learners increased by 22.7 points. Hispanic increased by 25 points. Socioeconomically disadvantaged increased by 24.3 points. Homeless students scored 8.5 points below standard and they increased by 32.6 points. Based on the California School Dashboard, all of our subgroups are making growth and are moving closer towards proficiency.
In the area of English Learners, EL students increased by 20.9 points and are 78.4 points below standard in Math. RFEP students increased by 23.2 points and are 26.6 points below standard in Math.

EDULASTIC DATA
Assignment Statistic for Edulastic CFA 1
5th Grade
Average Score: 6.21/17
Average Student Score: 37%
Students Tested: 141/146
Below Standard: 91%
Near Standard: 6%
Met Standard: 2%
Above Standard: 1%

4th Grade
Average Score: 7.1/15
Average Student Score: 47%
Students Tested: 134/160
Below Standard: 69%
Near Standard: 19%
Met Standard: 10%
Above Standard: 2%

3rd Grade
Average Score: 9.34/16
Average Student Score: 58%
Students Tested: 125/131
Below Standard: 46%
Near Standard: 31%

Met Standard: 14%
Above Standard: 9%

2nd Grade
Average Score: 7.2/15
Average Student Score: 48%
Students Tested: 76/90
Below Standard: 70%
Near Standard: 16%
Met Standard: 8%
Above Standard: 7%

1st Grade
Average Score: 8.17/11
Average Student Score: 74%
Students Tested: 47/71
Below Standard: 23%
Near Standard: 28%
Met Standard: 13%
Above Standard: 36%

 Kinder
Average Score: 9.37/11
Average Student Score: 85%
Students Tested: 41/63
Below Standard: 10%
Near Standard: 17%
Met Standard: 15%
Above Standard: 59%

Transitional Kinder
Average Score: 5.38/6
Average Student Score: 90%
Students Tested: 13/33
Below Standard: 0%
Near Standard: 8%
Met Standard: 46%
Above Standard: 46%

TK-5 Grades Overall %
Below Standard:44%
Near Standard:18%
Met Standard:15%
Above Standard: 23%

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

Although goals were met of increase CAASPP scores, there are underlying issues that keep the school from success for all. Contributing factors are the needs for more teacher professional development growth specifically for our teachers that service Students with Disabilities. Special Education teachers and mainstreaming teachers need more time to plan together and articulate lesson objective and accommodations needed for Special Education students to access the core content. Special Education Teachers Assistants need to be trained in strategies to support CGI practices and math fluency. For our homeless students, attendance needs to be the focus and targeted at the beginning of the school year and throughout the year.   For our English Learners and Socioeconomically disadvantage students, more planning time and professional development is needed to refine and adjust instruction and to analyze IAB to continuously target specific standards.

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

Alta met its goal. The strategies and actions that contributed were a new leadership team, teacher accountability, data driven instruction, targeted intervention and focusing students on learning and outcomes. In addition, number talks, CGI practices and IAB trainings and implementation enhanced outcomes.

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

For our Students with Disability subgroup, Special Education teachers and mainstreaming teachers will be given more time to plan together and articulate lesson objective and accommodations needed for Special Education students to access the core content. Special Education Teachers Assistants need to be trained in strategies to support CGI practices and math fluency in order to improve math CAASP data. More professional development and planning time for teachers that need more support with strategies for English Learners and Socioeconomically disadvantage students. Our Homeless subgroup will receive more support and resources for parents that will decrease absenteeism.

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

California School Dashboard Indicators:

The activities outlined in Mathematics Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)
Academic Indicator Math

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.
English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Student with Disabilities

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.
By June of 2022, teachers will provide students small group instruction in math at least 3 times per week as measured by leadership team observation logs.

Schools must write at least one Measurable Improvement Objective

State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. * Required if this Goal is addressed.
By June 2022, Students with Disabilities will increase by 12 points from 61.6 points below standard to 49.6 points below standard as measured by the CA Dashboard.
By June 2021-2022, student proficiency levels on the CAASPP in mathematics will increase school-wide by an additional 3% overall from 44% to 47%
By June 2021-2022, student proficiency levels on the Edulastic CFA 1will increase school wide by an additional 3% overall from 15% to 18%.

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

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

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

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
A Professional Learning Community will be implemented that provides time for substantive discussions of common problems, collaborative planning, and refining the MATH curriculum to better ensure coherent learning experiences for all students. Teachers will: • Analyze summative and formative data • Analyze student work products • Observe their colleagues' lessons and provide feedback • Formulate common agreements about instructional goals • Develop a process for on-going evaluation of student achievement	08/17/2021 06/10/2022	Principal will ensure that every teacher implements the strategies learned during PD through daily classroom observations and actionable feedback.
Targeted Professional Development will be provided on the following to insure that teachers are differentiating instruction in MATH for all students: • Cognitive Guided Instruction in Math • Number Talks and Problem Solving • Integrated ELD • Implementation of Math Practices throughout lessons • Utilizing Number Talks and Number Strings to enhance understanding • Implementation of Math Journals • Deepening the Use of Thinking Maps Across Curriculum • Embed Culturally Relevant and Responsive Strategies to provide access to the Core program • Good First Teaching Strategies • Common Understanding of Rigorous instruction, "How does it look and sound?" • Strategies: Think Pair-Share, RASP, Backwards Build-Up, Pull-out Talk/Write across all curricular areas • Use of Criteria Charts and Rubrics • Follow a continuous cycle of improvement which includes: data analysis, setting goals, develop an action plan, implementation, and evaluation • Administrators and Intervention Coordinator will monitor the implementation of the professional development during classroom visitations • Students will be expected to independently utilize appropriate manipulatives and apply them as an educational resource in their learning • Instructional Coach will coordinate and provide Math professional development to staff during or/and outside of the regular assignment.	08/17/2021 06/10/2022	Principal will ensure that every teacher implements the strategies learned during PD through daily classroom observations and actionable feedback.
Opportunities will be provided for staff to attend conferences to acquire research-based strategies to increase the number of students scoring Proficient or Advanced on assessments in Math. Possible math conferences are but not limited to the following: UCLA CGI, Differentiated Instruction Conference, Touch Math Conference, Teaching Mathematics to English Learners in grades K-5, National Council of Teachers of Math Conference, California Teachers of Math Conference, California Association for Bilingual Education (CABE), Close the Achievement Gap Conference. Teachers will share materials and/or strategies learned from conference attendance at grade-level meetings to increase collaboration in sharing best practices.	08/17/2021 06/10/2022	Principal will ensure that every teacher implements the strategies learned during PD through daily classroom observations and actionable feedback.

Budget

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Enhance the use and application of technology as a learning tool to organize and present ideas during professional development and during classroom Math instruction as a means of differentiation, accommodating to various learning styles and to increase student engagement. The following are technology that will be utilized to differentiate instruction in Math: • Use of desktops and I-Pads for instructional software to be used for intervention (ST Math, IABs, Eureka Math) • Use of laptops for intervention	08/17/2021 06/10/2022	Principal and Leadership Team will monitor usage of technology and student progress.

Budget

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
To effectively close the achievement gap in MATH and to improve the instruction practice teachers will engage in the following: • Opportunities to observe best practices in other classrooms and other successful schools • Opportunities to observe model lessons provided by National Board Certified and demonstration teachers • Attend regularly scheduled grade level meetings for lesson study leading to the development of effective lesson plans with colleagues • Conferencing and strategizing with the principal to improve instructional practices and classroom management techniques • Differentiated professional development opportunities and conference attendance • Consistent observations by the administrator to provide teachers on-going and timely verbal and written feedback with specific recommendations for improvement • Data dialogues between teachers and the principal on a quarterly basis to allow teachers to review the progress of their students and to develop strategies to improve student achievement	08/17/2021 06/10/2022	Principal and Leadership Team will monitor the implementation of interventions programs and analyze SBAC, IAB and Report Card to assess impact of intervention.
Math curriculum is supported by a TA being provided to each teacher during their small group time in their classrooms. TAs reinforce learning in the classroom during small group time by reinforcing number sense, algebraic functions, and geometry skills. TAs are training on Math topics to support student learning in the classroom by Intervention Coordinator.	08/17/2021 06/10/2022	Principal and Leadership Team will monitor the implementation of interventions programs and analyze SBAC, IAB and Report Card to assess impact of intervention.

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Tutor Teacher X-Time As part of the Response to Instruction and Intervention (RtI2) Tier 2 &Tier 3 an intervention program in Math will be established: • After-School MATH intervention program targeting specific MATH content strands including: Number Sense, Algebraic Function, Geometry, and Word Problem Solving • Math Vocabulary Development and Problem Solving Analysis • Learning Center during the school day where targeted students will receive additional support in Number Sense, Algebraic Function, Geometry, and Word Problem Solving. • Math Technology based intervention through ST Math will be implemented using chromebook carts and monitored by teachers. • Ongoing progress monitoring through periodic assessments, program chapter assessments, and teacher made assessments • Non-Registered Teacher will provide targeted intervention through a pull-out and/or push-in system during Math IWT • Ongoing Progress Monitoring of all intervention programs. Thinking Maps are utilized by all grade levels in all content areas in order to scaffold curriculum for all levels of students. • The intervention coordinator delivers six groups of intensive intervention grades K to 5 daily as well as professional development biweekly Tutor X-time will be allocated for Fall (September 2021 -December 2021) and Spring (February 2022 - April 2022) session. Each session will have 20 teachers at a pay rate of $84.55 per hour and 32 total hours of intervention per teacher. (Tutor teacher x time funded on ELA Goal Page)	08/17/2021 06/10/2022	Principal and Leadership Team will monitor the implementation of interventions programs and analyze SBAC, IAB and Report Card to assess impact of intervention.
The SSPT Team meets monthly or as needed with the classroom teacher, parent, and other support staff such as the nurse, psychologist, RSP teacher, and administrator to discuss strategies to support intervention strategies. Possible academic interventions to support student intervention are: use of Learning Center/Intervention Coach, use of flexible grouping, adult and peer tutors, targeted use of trained paraprofessionals, technology as a teaching tool, and counseling for students with social/emotional needs.	08/17/2021 06/10/2022	Principal and Leadership Team will monitor the implementation of interventions programs and analyze SBAC, IAB and Report Card to assess impact of intervention.

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

Los Angeles Unified School District
2021-2022 School Plan for Student Achievement

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

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:
☑ ELPAC
☑ Whole Child Integrated Data System
☑ MyData
☐ Student Grades
☐ IEP Goals Data
☐ DIBELS Math
☑ DIBELS
☐ School Accountability Report Card (SARC)
☑ CA Dashboard
☐ Smarter Balanced Assessment Criteria (SBAC)
☐ Interim Comprehensive Assessment (ICA)
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Inventory (RI)
☐ N/A
☑ 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

Alta has a high number LEP students.
In 2015-2016, 59.3% of students are classified as LEP.
In 2016-2017, 48% of students are classified as LEP.
In 2017-2018, 37% of students are classified as LEP.
In 2018-2019, 35% of students are classified as LEP.
In 2019-2020, 38% of students are classified as LEP.
In 2020-2021, 44% 0f students are classified as LEP.

California Dashboard Results for 2019:
ALL STUDENTS
In the area of chronic absenteeism, all students have increased by 8.5% to 19.7% and are identified as red.
In the area of Suspension Rate, all students suspended are at a rate of 0.5% and are identified as green.
In the area of English Language Arts, all students have increased by 16.7 points and are -36.9 below standard. The school is identified as yellow. In the area of
Mathematics, all students have increased by 12.5 points and are -37.5 below standards. The school is identified as yellow.
SUBGROUPS
English Learners are classified as green in the area of chronic absenteeism with 10% chronically absent in 2017-2018, which is a decrease of 1.1%. English Learners are
classified blue in the area of suspension rate with 0% suspended at least once.
English Learners are classified as yellow in the area of ELA with –42.7 points below standards in 2017-2018, in an increase of 12.5 points.
English Learners are classified as yellow in the area of Mathematics with –40.6 points below standards in 2017-2018, in an increase of 12.5 points.
Current English Learners declined 9.2 points in ELA Reclassified English Learners Increased 21 points on ELA Current English Learners declined 4.8 points in Math
Reclassified English Learners increased 17.9 points in Math

Student English Language Acquisition Results 2019 on the California Dashboard
52.9% ELs who Progressed at Least One ELPI Level
4.8% ELs who Maintained ELPI Level 4
22.7% ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H
19.4% ELs who Decreased at Least One ELPI Level
In 2015-2016, 6.5 % of LEP students were reclassified.
In 2016-2017, 15% of LEP students were reclassified.
In 2017-2018, 35% of LEP students were reclassified.
In 2018-2019, 23% of LEP students were reclassified.
In 2019-2020,16.6% of LEP students were reclassified.

LAUSD Focus Dashboard& Reporting
LEP Students Profile A=0=0%
LEP Students Profile B=0=0%
LEP Students Profile C=0=0%
LEP Students Profile D=7=2.47%
LEP Students Profile E=4=1.41%
LEP Students Profile F=12=4.24%
LEP Students Profile G=30=10.6%
LEP Students Profile H=223=78.8%
NA=7=2.47%
LEP Students Grand Total= 283 EL Students

PLTELS
100 LEP Students=35%

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

Although goals were met of increase CAASPP scores, there are underlying issues that keep the school from success for all. To support current English Learners access to the core content areas, more training will be provided by Title III coach on curriculum and strategies to address areas of need. EL teachers will be sent to district training to support ELD instruction and instruction in the core content areas.

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

NA

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

Current English Learners did not meet its measurable objectives. To improve Current English Learner performance, EL teachers will be sent to District EL training and work with Title III coach to support EL instruction and EL access to core content areas. EL teachers will review and implement instructional strategies that will increase academic language, constructive conversations, visuals/ realia usage, active listening skill, and purposeful language supports. El teachers will also collaborate to share best practices and resources that will provide ELs with online scaffolds for blended learning.

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

California School Dashboard Indicators:

The activities outlined in EL Programs Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)

EL Progress Indicator

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.

English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.

In 2021-2022, Alta California Elementary School will increase by 5% the number of students that score a 4 on the summative ELPAC.

Schools must write at least one Measurable Improvement Objective

State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. * Required if this Goal is addressed.

In 2021-2022, Alta California will decrease by 5% the number of LTEL Students from 35% to 30%.

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

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

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

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

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
Enhance English Learners' English language development and progress towards reclassification through research-based Designated ELD strategies, and school-wide ELPAC awareness activities. Use banked time and PD Teacher X/Z time to provide Designated ELD PD to five or more ELD and LTEL course teachers for five days on the following instructional strategies: -Reciprocal Teaching strategies to promote purposeful grouping and student-to-student interactions in ELD/LTEL classes. -Academic vocabulary development strategies. -Plan for ELD instruction using Benchmark curriculum. -California ELD Standards and ELD Standards-based progress-monitoring tools: Oral Output Analysis, Conversation Analysis, Reading Analysis, and Language Learned from Text. -Constructive Conversation skills and strategies for structured student-to-student interactions using academic language Kagan strategies for purposeful grouping -Academic vocabulary development strategies and discipline-specific reading and writing strategies.	08/17/2021 06/10/2022	Principal and TSP advisor will monitor and implement ELD to ensure reclassification of students. Principal will conduct classroom observation to ensure learning from PDs and Grade-level meetings are implemented to support EL students.
TSP Advisor and Instructional Coach will participate in planning/facilitation of PD outside of the regular assignment. Provide day-to-day substitutes for data analysis and departmental planning for 10 days to release teachers to: -Plan common lessons incorporating Designated and Integrated ELD strategies to be used in lesson study. -Conduct peer observations of common lessons and debrief. -Analyze student work and data relevant to lesson study. Include analysis using ELD Standards- based progress monitoring tools.	08/17/2021 06/10/2022	Principal and TSP advisor will monitor and implement ELD to ensure reclassification of students. Principal will conduct classroom observation to ensure learning from PDs and Grade-level meetings are implemented to support EL students.
Alta will incorporate integrated ELD in all subject areas. The Instructional coach will lead training for staff and model implementation in the classroom.	08/17/2021 06/10/2022	Principal will monitor implementation of integrated ELD in the classroom and throughout subjects. Principal will conduct classroom observation to ensure learning from PDs and Grade-level meetings are implemented to support EL students.

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The TSP Advisor (with differential) will provide demonstration lessons using reciprocal teaching strategies, conduct professional development around access to core content for ELs, and gather, format, and present data relevant to the English Learner program at the school site. Conduct lesson studies and debriefs with ELA, mathematics, social studies, and science departments in cooperation with the instructional coach. Conduct weekly classroom observations and subsequent debriefs focused on integrated ELD. Participate in school-wide professional development planning and delivery. Function as a resource for data and data analysis related to English Learners. Provide and present data for teachers, leadership team, and parents as appropriate. Conduct LPAC awareness activities focused on ELs in cooperation with the Instructional Coach. The TSP Advisor will work with core content teachers to incorporate Integrated ELD strategies into core content area instruction, and with ELD/LTEL Course teachers to support them in improving Designated ELD instruction. Serve as the LTEL Designee.	08/17/2021 06/10/2022	Principal and TSP advisor will monitor and provide classroom support for ELD instruction and analzye ELPAC and reclassification data to assess impact of instructional strategies implemented in the classrooms.

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

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

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
Use Tutor Teacher X time to pay teachers to conduct 30 hours of after-school tutoring for LTELs or who are at risk of becoming an LTEL. • Students needing support in ELA or Math will receive tutoring as appropriate. • Students needing additional ELD support will receive tutoring as appropriate (emphasis on LTELs). • Tutoring for ELs will be conducted in small groups (8-10 students). • Classrooms, materials, and computer cart/lab time will be provided and scheduled to optimize tutoring program. Use Coordinator X/Z time to conduct intervention planning and perform data analysis. • Assist with data analysis to identify students for tutoring. • Analyze data from assessments in the tutoring program. • Assist teachers with planning instruction based on data. Day to day substitutes to be used for teachers of ELs to attend Student Support and Progress Team (SSPT) meetings as appropriate. • SSPT will meet monthly for EL monitoring and individual referrals. • Referring teachers will be released to attend SSPT meetings for their referred students. • EL teacher and/or ELA teacher will be released as necessary to attend SSPT meetings for their students (Non-Title I Funded)	07/01/2021 06/30/2022	Principal and TSP advisor will monitor and implement ELD inventions to ensure reclassification of students. Will be funded by Non-Title I Budget

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

Section 14.1

Los Angeles Unified School District
2021-2022 School Plan for Student Achievement

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

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

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

According to the Fall 2019 school experience survey:
84% of students felt connect to the school.
17% of students felt bullying was an issue.
89% of students knew the overall expectations of behavior.
84% of students felt safe overall.
78% of students felt their was opportunities for participation and leadership.
87% of parents believe the school is overall safe.
89% of parents feel resources are available.
89% of parents feel their is parent engagement.
87% of parents feel a sense of parent involvement.
94% of teachers enjoy teaching at this school.

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

Although the majority of survey results demonstrated good results, there is always room for growth. Alta will continue to increase parent involvement through virtual Zoom meetings such as Coffee with the Principal, ELAC meetings, SSC meetings, LSLC meetings, Workshops, Back-to-School Night, Open House, Perfect Attendance Awards. In addition we will continue to increase student safety on our virtual platforms, increase academic achievement, and create positive environment for learning. Underlining issues that keep the school from success for all are a need for more virtual parent education classes, Parent English Classes, Parent Computer Classes, and workhops.

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

The school met its measurable object of increasing parent survey participation and safety. This was was accomplished by holding a raffle for families who submitted their survey. The Parent Liaison and IT Staff provided virtual parent workshops via ZOOM to support parent participation with the school language survey, parent portal, and gifted magnet application.

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

N/A

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

California School Dashboard Indicators:

The activities outlined in Parent, Community, and Student Engagement Goal 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 red or orange indicators.
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) for 2021-2022. * Required if this Goal is addressed.
In 2021-2022, Alta will increase parent survey participation by 3% from 54% to 57% to get a more accurate response and increase student's perception of "school grounds being safe" by 3% from 84% to 87%.

Schools must write at least one Measurable Improvement Objective

State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. * Required if this Goal is addressed.
By June 2022, Students with Disabilities will decrease chronic absenteeism by 10% from 33.3% to 23.3% chronically absent as measured by the CA Dashboard. Under chronic absenteeism, all categories were red as a result of a teachers strike. They will return to blue or green for the 2020 school year.   By June 2021, English Learners will decrease chronic absenteeism from 22.1% to 12% as measured by the CA Dashboard. By June 2021, Hispanics will decrease chronic absenteeism from 19.8% to 9.8% as measured by the CA Dashboard. By June 2021, Socioeconomically Disadvantage students will decrease chronic absenteeism from 19.7% to 9.7% as measured by the CA Dashboard. By June 2021, All students will decrease the suspension rate from 0.5% to 0.1% as measured by the CA Dashboard.

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

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

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
Our campus has a Parent Resource Assistant located the Parent Center. This person coordinates parent center activities to serve as a liaison between school and community to increase parent involvement. To increase parent involvement, trainings will be offered throughout the year at times convenient to most parents on the purposes and functions of the following councils/committees: • School Site Council (SSC) • English Learner Advisory Committee (ELAC) • School Leadership Council To increase parent involvement and enable parents to act as informed advocates for their child, support will be provided through the following: • Workshop sessions will be developed through the Parent Center, outside agencies, and district personnel to support parents on How to increase Reading Comprehension & Reading Fluency at home and How to Meet English Language Development Requirements per level • Categorical Program Advisor/Teachers to conduct monthly parent workshops during and outside of the regular assignment • Parenting classes to be offered by a trained staff member (PSW, Psych, Nurse, PSA) • Provide childcare by the parent center when classes are being offered for parents • Provide translation when needed during a Parent-Teacher Conference or Workshop. • Information discussed with parents include: ELPAC results, student progress through Report Cards and MyData information. Other events where data is discussed with parents are the Annual Title I Meeting, Back-to-School Night, Open House, annual review of the Parent Involvement Policy/Home School Compact in ELAC and SSC council meetings. Parent Workshops will be contracted to Mundo Academy for $6,594. They will provide in-person or virtual workshops to parents on supporting student learning, addressing social emotional needs, attendance, college readiness and preparedness, maintaining peer relations and supporting special education needs..	08/17/2021 06/10/2022	Principal will review and ensure compliance through sign-ins, agendas and evaluations by Parent Liaison Assistant, APEIS, TSP Advisor and teachers.

Budget							
Funding Source	**SACS Function**	**Budget Description**	**Position No**	**Vendor**	**Budget Item No**	**Total Cost**	**FTE**	**Funding %**
CE-ESSA T1 Schools (7S046)	2100	27125 - PRNT RSR AST SPNC1T6 (6 Hrs / 5 Days)	30444674	N/A	27125	51,123	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	6,594		100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The availability of the Parent Center will be communicated through the following to increase visibility and it's parental involvement: • Communication through the monthly school newsletter • Parent Resource Assistant to increase parent involvement • Communication through Connect-ED, Flyers sent home, and parent center monthly activity calendar of workshops for parents Parent workshops on the SES will be presented. The community rep will provide technology (computers, laptops, chrome books, etc.) to support parents with the SES. The community rep will make available the computer lab, auditorium, library, and classrooms for parents to complete the SES.	08/17/2021 06/10/2022	Principal will review and ensure compliance through sign-ins, agendas and evaluations by Parent Resource Assistant, APEIS, TSP Advisor and teachers.

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

Focus Area: **100% Graduation and Beyond - Building Parent Capacity and Partnership *Required**   *Parent And Community*

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
Alta California ES will coordinate: College Awareness Month Activities, College Signing Day, Parent College Workshop, and College Presentations. Students and parents will know college requirements, skills and set benchmark academic incremental goals.	08/17/2021 06/10/2022 New	Community School Coordinator, Principal and Parent Resource Assistant will implement and monitor events, workshops and goals.

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

Focus Area: **ELA - Building Parent Capacity and Partnership *Required**   *Parent And Community*

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
Alta will implement writing workshops with parents and literacy events like Read Across America, free book giveaway and reading club.	08/17/2021 06/10/2022 New	Community School Coordinator, Principal and Parent Resource Assistant will implement and monitor events and workshops.

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

Focus Area: **Mathematics - Building Parent Capacity and Partnership *Required**   *Parent And Community*

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
Alta will implement a Math Night for parents, award multiplication buttons and workshops for teaching math at home.	08/17/2021 06/10/2022 New	Community School Coordinator, Principal and Parent Resource Assistant will implement and monitor events and workshops.

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

Focus Area: **EL Programs - Building Parent Capacity and Partnership *Required**   *Parent And Comunity*

Strategies		
Strategies, Actions and Tasks	**Action Begin & End Date Status**	**Identify the title of position/staff responsible for monitoring the strategy**
Alta will host ELAC meetings, workshops and trainings center around passing the ELPAC, attendance, reclassification, listening, speaking, reading and writing.	08/17/2021 06/10/2022 New	TSP Coordinator, Principal and Parent Resource Assistant will implement and monitor events and workshops.

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

Focus Area: **100% Attendance - Building Parent Capacity and Partnership *Required**   *Parent And Community*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Alta will host attendance workshops and awareness. The PSA monitor attendance and help parents improve attendance rates. Incentive programs and awards will be give to both parents and students.	08/17/2021 06/10/2022 New	PSA, Principal and Parent Resource Assistant will implement and monitor events and workshops.

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

Section 15.1

Los Angeles Unified School District
2021-2022 School Plan for Student Achievement

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

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:
☐ ELPAC
☑ Whole Child Integrated Data System
☑ MyData
☐ Student Grades
☐ IEP Goals Data
☐ DIBELS Math
☐ DIBELS
☐ School Accountability Report Card (SARC)
☑ CA Dashboard
☐ Smarter Balanced Assessment Criteria (SBAC)
☐ Interim Comprehensive Assessment (ICA)
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Inventory (RI)
☐ N/A

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

Alta California Elementary School has demonstrated improvement in all categories.
In 2015-2016, our overall attendance percentage was 96%.
In 2016-2017, our overall attendance percentage was 95.3%.
In 2017-2018, our overall attendance percentage was 95.7%.
In 2018-2019, our overall attendance percentage was 94.3%
In 2019-2020, our overall attendance percentage was 88.6%

California Dashboard Results for 2019: ALL students - Alta was red overall on the California Schools Dashboard for the 2018-2019 school year. Overall, students increased by 8.5% with 19.7% of students chronically absent. Students with Disabilities increased by 15.8%, and are in the red and with 33.3% chronically absent. English Learners increased by 12.1% and are in the red and with 21.1% chronically absent. Hispanics increased by 8.4% and are in the red, with 19.8% chronically absent.. Socioeconomically disadvantaged increased by 8.3% and are in the red and with 19.7% chronically absent. Our Homeless students increased by 7.3% and are in the red and with 25.7% chronically absent.
ALL STUDENTS
In the area of Suspension Rate, overall Alta was in the green. All students suspended are at a rate of 0.5%, with an increase of 0.4%.
SUBGROUPS
English Learners are classified as red in the area of chronic absenteeism with 22.1% chronically absent.
English Learners are classified as yellow in the area of suspension rate with 0.7% suspended at least once.
Homeless student population is classified as red in the area of chronic absenteeism with 25.7%.
Homeless student population is classified as blue in the area of suspension rate with 0% suspended at least once.
Student with Disabilities are classified as red in the area of chronic absenteeism with 33.3% chronically absent.
Student with Disabilities are classified as orange in the area of suspension rate with 1.7% suspended at least once.
Hispanic students are classified as red in the area of chronic absenteeism with 19.8% chronically absent.
Hispanic students are classified as yellow in the area of suspension rate with 0.6% suspended at least once.
Homeless students are classified as red in the area of chronic absenteeism with 25.7% chronically absent.
Homeless students are classified as blue in the area of suspension rate with 0% suspended at least once.
Our suspension totals are low, but vary from year to year based on incidents.
In 2016-2017, there were 9 suspensions issued.
In 2017-2018, there was 1 suspension issued.
In 2018-2019, there were 5 suspension days issued.
In 2019-2020, there are currently 2 suspension days issued.
According to the Fall 2019 school experience survey:
84% of students felt the school was safe.
87% of parents felt the school was safe.

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

Although goals were not met for increasing attendance, there are underlying issues that keep the school from succeeding. Contributing factor is the need for more social-emotional support and training. Setting up parent attendance workshops and individualized student incentives to increase attendance for our students who are at risk of not meeting the district attendance goal. Based on the California Dashboard data from 2019, the work stoppage also played a part in our increase in chronic absenteeism.

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

Alta continues to meet its goals. The strategies and actions that contributed were leadership, incentives, announcements, "Don't Miss A Day in May," and motivational banners. Parent workshop conducted by our Parent Resource Assistant. School Psychologist, PSA counselor, and Nurse, helped educate and support our parents with available resources such as counseling, transportation, and food donations.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required
For our Students with Disability subgroup, Special Education teachers and teacher assistants will contact parents immediately to provide strategies and incentives on getting SWD students to school. PSA will be notified to support parents and offer parent workshop as needed. To improve student behavior and achievementt the school will support student social emmotional development through the use of the Second Step Program & Restorative Justice practices.

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

California School Dashboard Indicators:
The activities outlined in 100% Attendance Goal pages are to support the following indicators on the CA Dashboard.

Improving Performance in (select all that apply)
Chronic Absenteeism, Suspensions

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.
English Learners, Foster Youth, Homeless, Socioeconomically Disadvantaged, Student with Disabilities, Hispanic or Latino, All Students

Schools must write at least one Measurable Implementation Objective

State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.
By June 2022, the administration will provide students with monthly perfect attendance certificates as measured by the schools master calendar.
By June of 2022, the PSA will call the families of chronically absent students weekly as measured by PSA parent contact log.
By June of 2022, teachers will use the 2nd Step Program at least 2 times per week as measured by leadership observation logs.

Schools must write at least one Measurable Improvement Objective

State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. * Required if this Goal is addressed.
By June 2022, Students with Disabilities will decrease chronic absenteeism by 10% from 33.3% to 23.3% chronically absent as measured by the CA Dashboard.
By June 2022, Alta will decrease the chronic absenteeism from 19.7% to 9.7% as measured by the CA Dashboard.
By June 2022, All students will decrease the suspension rate from 0.5% to 0.1% as measured by the CA Dashboard.
By June 2022, Socioeconomically Disadvantage students will decrease chronic absenteeism from 19.7% to 9.7% as measured by the CA Dashboard.
By June 2022, Hispanics will decrease chronic absenteeism from 19.8% to 9.8% as measured by the CA Dashboard.
By June of 2022, the percentage of all students, especially students with disabilities will improve by one color band as measured by Dashboard suspensions rate.

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
The school will implement a school-wide attendance program to ensure the number of students losing instructional time is within the target goal of 96% attendance rate. Instructional Leadership Team will provide professional development on improving attendance and implementing school-wide positive behavioral support plan: • The effects of attendance on academic achievement • Analyzing attendance data to identify at-risk students falling below the 96% attendance rate. • Restorative Justice to provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment • Ways to monitor and correct behavioral errors . Will be funded by Non-Title I Budget	08/17/2021 06/10/2022	Principal and TSP Advisor will conduct classroom observations and provide actionable feedback to ensure teachers are implementing strategies learned during professional development. Teacher evaluations of PD trainings will be reviewed to inform and modify future trainings as needed. Will be funded by Non-Title 1 Budget.

Budget

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

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
In order to maximize the implementation of the school-wide attendance plan, Mission School will utilize the services of the PSA Counselor, School Psychologist, and School Nurse School Nurse will follow - up on health factors that lead to students' poor achievement and chronic absenteeism: • Health related counseling and education • Staff development on Stress Management, Diet and Exercise, and recognizing signs of depression • Nurse will provide supplemental services to at risk students and parent workshops on healthy hygiene to increase student attendance. • Student Monthly Awards assemblies for perfect and good attendance school wide. • Communication regarding month to month activities will be provided via school website and monthly newsletter.	08/17/2021 06/10/2022	Principal will monitor the activities of the nurse and training offered to staff, students, and parents.Principal and TSP Adviser will analyze monthly attendance reports and identify students in need of additional support. Principal will monitor the activities of the clerical staff to ensure phone calls and translations of communications are conducted in a timely manner.

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
In order to maximize the implementation of the school-wide attendance plan, Mission School will utilize the services of the PSA Counselor, School Psychologist, and School Nurse. PSA Counselor will: • Conduct parent workshops on the importance of regular attendance • Conduct home visits for at-risk students during or beyond the school day • Facilitate SSC/Cost teams to provide interventions for students with chronic absences –including informational mailers and meetings with parents/families • Coordinate incentive programs in the form of early lunch, non-uniform/free dress day, and special assemblies for students with perfect monthly attendance • Provide individual or group counseling during or beyond the school day for students with attendance rates below 90% • Refer families to community resources Administration will ensure that all staff follow the school wide attendance program: • Having protocols for student attendance to avoid erroneous absence records in MiSiS • Monthly Awards assemblies to recognize students and staff with perfect attendance. • Teachers and administration will utilize Blackboard Connect messaging to inform parents of attendance, important dates, policies and early warnings for attendance issues. Clerical Staff will support the attendance goal with personalized phone calls and translation of parent communication	08/17/2021 06/10/2022	Principal will monitor the activities of the PSA Counselor and success of incentive programs through monthly data reports, students and staff feedback, and attendance data.
The following support staff will be funded to provide supplement services: • Psychologist will provide supplemental counseling for at risk students; provide parent trainings on intervention services and resources, and effective strategies in dealing with at-risk behaviors at home.	08/17/2021 06/10/2022	Principal will monitor the activities of the Psychologist and success of positive behavior support system implemented school wide through data gathered through the school experience survey.

Strategies, Actions and Tasks	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Implementation of a school wide positive discipline policy will be developed to reduce the number of nonviolent suspensions: • Assemblies to recognize students who demonstrate positive behavior • Train Support Staff to effectively implement school wide behavior support plan through proper supervision of students. All supervision staff is on the school yard while students are present either before, during, or after school. • Implement "Caught Being Good" to recognize positive behavior • To promote school wide behavior support policy communication will be provided through School Newsletter, school website, part of the student enrollment package, and parent workshops • Clear expectations for conflict resolution will be articulated to teachers, parents and students • Establishing Shared Responsibilities for all student behavior • Establishment of a School Safety Team to review discipline data, disseminate information, and evaluate effectiveness of Safe School Plan. • School personnel will work with community and local law enforcement to establish a zone of safe passage to and from school through our Parent Valet system and implement a Neighborhood Watch Program. • Implement CHARACTER COUNTS program that includes the six-pillars of positive behavior: Trustworthiness, Respect, Fairness, Caring, Citizenships, and Responsibility • Maintain closed campus throughout the school day • Communicate School Visitor Policy to staff, students, and parents. In the School's Visitor Policy, parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request. • Tiered intervention system that focuses on redemption rather than punishment and finds alternatives for suspension • Provide parent trainings on intervention services and resources and effective strategies in dealing with at-risk behaviors at home through the use of supplemental counseling by Psychologist. To decrease single student suspension rate: • Principal will conference with targeted families. Teachers and staff will monitor high-risk students. • Ongoing communication with Families via parent/teacher conferences. Hold meetings throughout the school year for students and their families who are at risk. • Refer to SST to provide a strategic behavior plan for student. To decrease the number of suspensions Alta California will implement the following curriculum: • Second Step Anti-Violence Prevention Program	08/17/2021 06/10/2022	Principal will monitor the activities of the Psychologist and success of positive behavior support system implemented school wide through data gathered through the school experience survey.
The SSPT Team meets weekly with the classroom teacher, parent, and other support staff such as the nurse, psychologist, RSP teacher, and administrator to discuss strategies to support intervention strategies. Possible academic interventions to support student intervention are: use of Learning Center/Intervention Coach, use of flexible grouping, adult and peer tutors, targeted use of trained paraprofessionals, technology as a teaching tool, and counseling for students with social/emotional needs	08/17/2021 06/10/2022	Principal will monitor actions and services provided by the SSPT team and analyze data (SBAC, Report Card Marks, DIBELs, Attendance and other behavioral data) to assess impact of SSPT services.

Budget								
Funding Source	**SACS Function**	**Budget Description**	**Position No**	**Vendor**	**Budget Item No**	**Total Cost**	**FTE**	**Funding %**
CE-ESSA T1 Schools (7S046)	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days)	N/A	N/A	13222	51,043		100
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 1 Day)	N/A	N/A	12103	25,589	0.00	100

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

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

1. What actionable inequities were identified by the school?
Inequitable Parent Workshops: Alta California ES services low income and second language learners. 72% of parents speak Spanish only. Although we provide a variety of workshops throughout the year that are designed to help parents support their child's academic success, our parent workshop attendance is considerably low. We have many parents that can't attend these workshops due to their work schedule, transportations, and child care issues. To address this inequity, we are reviewing other alternative workshop models that will address scheduling concerns and ensure more parents are able to participate in parent workshops. Inequitable access to Intervention for our SWD: The school's intervention program over the last three years has entailed two 10-week after-school sessions, one in the fall and one in the spring. These sessions provide small group instruction and tutoring in ELA and math by our teachers three days per week for students identified as being at risk of not meeting grade-level standards. Based on review of student participation records, it has become clear that despite chronic absenteeism, these long sessions of intervention has helped bridge the achievement gap by providing students with constant review of focus standards and essential skills in the areas of foundational skills, literacy, writing, and math. However, our SWD have not made as much gains as our other subgroups. To address this inequitable we are reviewing other alternative intervention models that will meet the diverse needs of our SWD subgroup.

2. Which inequities are priorities for the school to address?
The school's top two prioritites aret to address: Inequitable Parent Workshops Inequitable Intervention for our SWD

3. How will the school address these inequities?
Inequitable Parent Workshops: In consultation with our key stakeholder groups (teachers, parents, and students), the school is in the process of researching alternative workshop platforms and scheduling options for parent workshops, as well as potential ways to remove or reduce barriers to participation, in order to provide more options for workshop participation. Some of the ideas currently on the table are: recording parent workshop videos for parents to access throughout the year from the school website, using the ZOOM platform to conduct parent workshops, scheduling grade-level specific workshops during high attendance events, such as Back-to School Night, Open House, and parent conference Weeks. By providing both face-to-face and virtual parent workshops, parent participation should increase due to flexibility in scheduling and variations of workshop times. Inequitable Intervention for our SWD: In consultation with our key stakeholder groups (teachers, parents, and students), the school is in the process of researching alternative approaches and scheduling options for intervention, as well as potential ways to remove or reduce barriers to participation, in order to provide more meaningful access to intervention for SWD. Some of the ideas currently on the table are the creation of intervention opportunities within the daily bell schedule.

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.
NA

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

☐	All Students
☑	English Learners
☐	Foster Youth
☐	Homeless
☑	Socioeconomically Disadvantaged
☐	Race/Ethnicity-Specify
☑	Students with Disabilities

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

☑	English Language Arts (3-8,11)
☐	Mathematics (3-8,11)
☑	English Learner Progress (1-12)
☐	Chronic Absenteeism (TK-12)
☐	Suspension Rate (TK-12)
☐	College/Career (9-12)
☐	Graduation Rate (9-12)

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

☑	Strong, Moderate, Promising
☐	Demonstrates Rationale (not allowable for 7T691)

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

☐	What Works Clearinghouse
☐	LAUSD Evidence-Based Intervention Bench
☑	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.

Lexia

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

Our school has identified Lexia as our evidence-based intervention intended to help us improve outcomes for at-risk students in ELA. Based on our data and root cause analysis, we have determined that our English Learners and Socioeconomically Disadvantaged students need targeted and effective support in developing grade-level proficiency in reading comprehension. Lexia is a reading program specifically designed to meet the needs of struggling readers whose reading proficiency is two or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. At our school, Lexia is delivered in 60-minute sessions using the adaptive computer application, for independent reading and comprehension instruction. Our school will implement Lexia on a daily basis during extended English Language Arts instruction. We will also use the program after school in a small group intervention setting to support students not making adequate progress. Lexia will be funded using TSP funds.

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

SPSA MEASURABLE OBJECTIVE(S) IN TARGETED AREA(S) OF NEED In order to evaluate the impact of our evidence-based intervention on student outcomes and our efforts to improve in our targeted area(s) of need, as identified in response to Prompt #1 above and in the Goal Pages of our School Plan for Student Achievement (SPSA), the school will use the following measurable objective(s) set forth in our SPSA: On the Spring 2022 ELA SBAC assessments, students in the English Learner student subgroup will decrease their average Distance From Standard by a minimum of 13 points, from -32.3 to -19.3 points, as reported on the California School Dashboard. On the Spring 2022 ELA SBAC assessments, students in the Socioeconomically Disadvantaged student subgroup will decrease their average Distance From Standard by a minimum of 15 points, from -22.8 to -7.8 points, as reported on the California School Dashboard. On the Spring 2022 ELA SBAC assessments, the percentage of students in the English Learner and Socioeconomically Disadvantaged student subgroups who meet or exceed standards will increase by 7%, from 7% to 14%, and from 44% to 51% respectively, as reported on MyData. MEASUREMENT OF PROGRESS TOWARDS OBJECTIVES The school will monitor our progress toward achieving our ELA objectives by setting and evaluating our achievement of appropriate progress goals to be measured by periodic assessments, including Interim Assessment Blocks (IABs) and Lexia assessment tools. At the beginning of the year, the school will use the DIBELS as a screening instrument to determine student reading Lexile levels, and then use the same assessment tool to monitor student progress in the middle and end of the year. In addition, all students participating in the after-school Intervention will complete the interim and end-of-year performance assessments. These assessments are research projects in which students choose a topic, research and evaluate sources, and use the process and strategies they have learned for informative writing to write a research paper. School leadership and grade level teams will collaboratively review and analyze the results of the interim assessments to determine whether students are making adequate progress in the program and identify potential barriers to progress, as well as to inform instruction. Students who are not making adequate progress will be recommended for after-school intervention. METHOD FOR ENSURING HIGH-QUALITY IMPLEMENTATION In order to ensure high-quality implementation of Lexia, which is necessary to maximize its effectiveness, the Principal and Assistant Principal will regularly observe and provide actionable feedback to teachers delivering the program, using a strategic observation and feedback tool, and lead teaching staff in a periodic review, identification, and discussion of program strengths, challenges, and strategies for improved delivery.

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.

Our school has been using Lexia since 2015 -2021. Review of SBAC trend data spanning the last five years shows that our students, including students in the English Learner and Socioeconomically Disadvantaged student subgroups, have been making progress at an increasing rate in ELA. We anticipate even greater gains as our teachers become more adept at delivering rigorous instruction. In addition, as noted in the "Resource Inequities Review" above, our school is in the process of reviewing our after-school intervention program, which successfully uses Lexia for ELA support, in order to find ways to increase the gains from our SWD subgroup.

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).

College and Career awareness is promoted throughout the year. Studnts fill out a form chosing a college or university from a pre-selected list. The student writes why they chose this particular school. We have a signing day in which the students choose their college or university and sign their name to their schools banner. The students are give a badge with the schools emblem as a souvenir for chosing thei college or university. In front of the school we have a display which has all the colleges and universities on our list along with the distance in miles of how far their college or university is from our current school site. College and carreer is promoted during school monthly assemblies.

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.).

Alta has a mutli-tier positive behavior support plan. It addresses the student body as a whole by educating students to follow the three Bs and earning buttons for doing the right thing, "Caught Being Good" and incentives further promote positive behavior. In addition, Alta assists students that need support through counseling, conferences and restorative justice practices.

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 Plan was developed by committees. Alta is an ESBMM school which requires input from all stakeholders. Therefore, parents, teachers and staff provide input through surveys, LSLC meetings, SSC meetings and ELAC meetings to develop, approve and uphold the plan.

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:

TK, Orientation

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	☐	0.00	120,065	0.00	0	0.00	0	0.00	0	0.00	0	0.00	120,065
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	☐	9.00	177,210	0.00	0	0.00	0	0.00	0	0.00	0	9.00	177,210
12103 12103 - ITIN COUNS PSA C (8 Hrs / 1 Day)	☐	0.00	25,589	0.00	0	0.00	0	0.00	0	0.00	0	0.00	25,589
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days)	☐	0.00	51,043	0.00	0	0.00	0	0.00	0	0.00	0	0.00	51,043
14693 14693 - TCHR X (NON-TUTOR)	☐	0.00	41,292	0.00	0	0.00	0	0.00	0	0.00	0	0.00	41,292
21848 21848 - INFOSYS SPTAST C1T/4 (6 Hrs / 5 Days)	☐	1.00	54,893	0.00	0	0.00	0	0.00	0	0.00	0	1.00	54,893
27125 27125 - PRNT RSR AST SPNC1T6 (6 Hrs / 5 Days)	☐	1.00	51,123	0.00	0	0.00	0	0.00	0	0.00	0	1.00	51,123
30210 30210 - TA HEALTH&MEDBENEFIT	☐	0.00	53,703	0.00	0	0.00	0	0.00	0	0.00	0	0.00	53,703
50002 50002 - CONTR INSTRL SVC	☐	0.00	0	0.00	0	0.00	6,594	0.00	0	0.00	0	0.00	6,594
40239 POTENTIAL FNDING VAR	☐	0.00	14,033	0.00	0	0.00	204	0.00	0	0.00	0	0.00	14,237
40261 PENDING DISTRIBUTION	☐	0.00	3	0.00	0	0.00	0	0.00	0	0.00	0	0.00	3
Total		11.00	**588,954**	0.00	**0**	0.00	**6,798**	0.00	**0**	0.00	**0**	11.00	**595,752**

ATTACHMENTS

Attach the following materials

Submit with Plan:

- **SSC Approval of** *SPSA*
  o 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.]
  o 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**