Los Angeles Unified School District

School Plan for Student Achievement

2024-2025

Implementation
WASHINGTON PREP SH (1892801)

Superintendent
Alberto M. Carvalho

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

TABLE OF CONTENTS

SCHOOL IDENTIFICATION

School Name: WASHINGTON PREP SH (1892801)   Region: S

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

For additional information on our school programs contact the following:

Principal: BOOKER, TONY L   E-mail address: tlb2337@lausd.net

SPSA Designee: JEFFERSON, KHALISHA   Position: SECONDARY TEACHER   E-mail address: k.jefferson1@lausd.net

School Address: 10860 S DENKER AVE, LOS ANGELES, CA 90047   School Telephone Number: 3234184000

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.

REGINALD SAMPLE	☑	07/29/2024
Typed name of Regional Superintendent or designee	E-Signature of Regional 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.

Regional Superintendent or designee	REGINALD SAMPLE *Typed Name*	○ **Revision Required**	● **Approved**	07/29/2024 *Signed Date*
Regional EL Compliance Coordinator	ERIKA ARGUETA *Typed Name*	○ **Revision Required**	● **Meets Federal Requirements** ○ **N/A**	06/12/2024 *Signed Date*
Regional PACE Administrator	LETICIA ESTRADA DE CARREON *Typed Name*	○ **Revision Required**	● **Meets Federal Requirements** ○ **N/A**	09/25/2024 *Signed Date*
Regional Title I Coordinator	DEBORAH DAVIDOCK *Typed Name*	○ **Revision Required**	● **Meets Federal Requirements** ○ **N/A**	06/28/2024 *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)	12/13/2023	Lourdes Claros

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:
School plan approval appears in SSC Minutes.

03/04/2024
_____
Date

Attested:

Lizza Gonzalez-Garcia
_____
Typed name of SSC chairperson

☑
_____
E-Signature of
SSC chairperson

03/04/2024
_____
Date

BOOKER, TONY
_____
Typed name of school principal

☑
_____
E-Signature of
School principal

03/11/2024
_____
Date

2024-2025 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: Targeted Asst Schs (70S46)**	Amount: $			
Purpose: 70S46				
☑ **Title I: Schoolwide Program (7S046)**	Amount: $	698,660	0	
Purpose: To upgrade the entire educational program of the school.				
☑ **Title I: Parent Involvement Allocation (7E046)**	Amount: $	8,688	0	
Purpose: To promote family literacy, parenting skills, and parent involvement activities.				
☑ **Title I: Comprehensive Sup & Improv (7T691)**	Amount: $	2	0	
Purpose: 7T691				
☑ **Title I: Coll&Career Coach [Cent Funds] (7T124)**	Amount: $	2	0	
Purpose: 7T124 IS REFERING HERE				
☑ **Title III: English Language Development (7T197)**	Amount: $	1	0	
Purpose: 7T197				

Total amount of categorical funds allocated to this school: $ 707,353

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.)

"Washington Preparatory High School is committed to educational excellence. Students build essential life and career skills through a comprehensive educational program. Washington Prep Generals are autonomous learners prepared for college, career, and community involvement."

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?)

"Our mission is to nurture students who possess academic, technological, and critical thinking skills necessary for success in the global, 21st century workplace. In mutual cooperation with families and the community, we are committed to meeting the needs of our learners by providing rigorous and engaging instruction, fostered by inquiry, communication, collaboration and social-emotional well-being."

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/

George Washington Preparatory High School is an urban, four-year, comprehensive community high school, with a rich history and strong roots in South Los Angeles. Established in 1926 with a mission to provide trained, educated workers to the burgeoning aircraft industry, Washington High School graduated its first class in 1927. Nearly 100 years later, the school is part of the Los Angeles Unified School District (LAUSD), the second largest school district in the nation and remains a centerpiece in the neighborhood, sitting atop the highest peak in South Los Angeles, able to be seen from miles around. GWPHS was one of only 98 senior high schools within the boundaries of the Los Angeles Unified School District. Today, there are 184 high schools in LAUSD. Located in an unincorporated area of Los Angeles County adjacent to the South Central area of Los Angeles and the cities of Inglewood, Gardena, and Hawthorne, approximately 36.5% (286) of Washington Prep students identify as African American, 55.9% (440) Hispanic, 2.5% (20) two or more races, and 3% (24) considered Other (namely White, Asian Pacific Islander, and American Indian). The student population reflects the gradual increase of Hispanic families populating the surrounding school communities. *according to MyData*

Our current demographics are listed below, showing the comparison between the larger Westmont (W) area of Los Angeles County and the local community of West Athens (WA):

Population
33,913 (W)
9,393 (WA)
African American/Black (%)
37.8% (W)
53.2% (WA)
Hispanic/Latino (%)
59.9% (W)
46.4% (WA)
Education: High School Diploma (age 25+)
68.4% (W)
77.9% (WA)
Education: Bachelor's Degree or Higher (age 25+)
10.1% (W)
16.7% (WA)
Median Income
$41,119 (W)
$59,955 (WA)
Persons in Poverty (%)
25.0% (W)
11.6% (WA)
Households w/ Computer (%, 2016-2020)
91.9% (W)
91.3% (WA)
Households w/ Internet Subscription (%, 2016-2020)
80.1% (W)
79.1% (WA)

2.   Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

After years of fluctuating school configurations, including the creation and dissolution of Small Learning Communities (SLCs) and magnets, the Washington Prep campus has stabilized, housing the 9th - 12th grade comprehensive high school, organized as follows: one community school and one STEAM magnet center effective in the 2019-2020 school year. In 2021-2022 school year, Washington Prep began participating in the inaugural USC Architecture Lab Program. In addition, Washington Prep students are served by a Continuation High School, Duke Ellington; off-site Community Adult Schools, Maxine Waters Employment Preparation Center and Westchester-Emerson Adult School, and alternative educational partners, Youth Opportunities Unlimited, City of Angels, ACT2, and Dual Enrollment at Los Angeles Southwest College In 2017, LAUSD approved Washington Prep as a site for co-location with Boys Academic Leadership Academy, which is housed in what was formerly the Washington Prep Freshman Academy. In addition, we are presently co-located with the LAUSD/City of Angels Virtual Academy.

3.   Indicate student enrollment figures:

In 22-23, Washington Prep experienced an increase in enrollment for the first time in years. The increase in enrollment at Washington Prep can be attributed to the school response to COVID-19 in comparison to the local charter schools. Our projected enrollment in 2024-2025 is 780 students, up from 774 in the 2023-2024 school year. The campus, located in South Los Angeles, is an area plagued by different gangs affecting the safety of the community. Some of the local Charter high schools in the area closed as a result of COVID-19, which has brought neighborhood students back to WPHS. The local feeder schools have reconfigured to a 6-12 span model and/or are also experiencing declining enrollment. Nearly 2,000 students are traveling to magnet and permit programs outside of the community.

Enrollment figures 2023-2024
Student Enrollment 774
Probable Standard English Learners: 382
RFEP 216
Emergent Bilingual English Learner 124; LTEL 35

Projected enrollment 2024-2025
Student Enrollment 780

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

Approximately 97.6% of the student body is eligible for Title I services for 2023-2024 (SARC), consistent with findings for the past few years. Washington Prep continues to operate a "School-wide Program," providing services to the entire student body. Based on household size and income criteria, 96% of the student body was determined eligible for the Free and Reduced Lunch Program. Students attending Washington Prep reflect a diverse socio-economic population. The majority of the students' parents and guardians are employed, albeit in blue-collar or semi-skilled positions. At the other end of the spectrum is a significant portion of the student body from the lower end of the socio-economic spectrum, as evidenced by the high number of students qualifying for Title I services.

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

Traditionally the school population has been identified for two ethnic groups: African American, many of whom are Standard English Learners (SEL) and Latinx (first and second generation of Mexican and Central American immigrants), 127 of whom are designated English Learners (EL); 215 Redesignated Fluent English Proficient (RFEP); 37 Lon-term English Learners (LTEL); and 7 Potential LTELs (PLTEL); and a notable increase of the number of Newcomers to 76. There has been a small number of Pacific Islander students. (LAUSD Focus)

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:

The assessment data for individual student academic assessment results are reviewed in Parent meetings, Dinner with the Principal (mid week), Breakfast with the Principal (Saturday), Individualized Graduation Plan (IGP) meetings, and communication via Schoology and Progress Report Conferences. All stakeholder engagement activities have translation support, and the letters or flyers sent to parent are in English and Spanish.

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)
☑	Priority School

Other important characteristics of the school:

Other important characteristics of Washington Preparatory High School include the addition of the Black Student Achievement Plan (BSAP), Comprehensive Coordinaed Early Intervention Service, Edgenuity, A-LAB Architecture Development Program and AVID.
Edgenuity courses are offered online; Edgenuity (the vendor) provides the appropriate credentialed teacher. These virtual courses may be used for original credit or as an option for credit recovery. Edgenuity courses provide an online teacher with the appropriate subject credential, GWPHS provides a credentialed teacher (in any subject area) to serve as a mentor for students. In addition to proctoring assessments and communicating with the online teacher, the mentor is responsible for monitoring student progress in virtual courses and empowering student(s) with best practices in completing an online course.
Comprehensive Coordinated Early Intervening Services (CCEIS)
Comprehensive Coordinated Early Intervening Services (CCEIS) is a program LAUSD created to reduce the disproportionality and over-identification of specific student sub-groups referred for special education, support schools in providing timely and effective interventions for struggling students, and help school leadership teams coordinate the provision of behavioral and academic supports through a Multi-Tiered System of Supports (MTSS). Various intervention strategies, including problem solving, cognitive (counseling), and sensory–motor activities are employed to assist students in de-escalating and regulating their emotions so that they may respond to and resolve conflict in appropriate manners.
Black Student Achievement Plan (BSAP)
LAUSD's Black Student Achievement Plan (BSAP) addresses the need for culturally responsive curriculum and instruction as the classroom norm, fosters partnerships with community based organizations with proven track records of success within the Black community and provides increased staffing support to address the academic and social-emotional needs of Black students.
Advancement Via Individual Determination (AVID)
AVID (Advancement Via Individual Determination) is a kindergarten through twelfth grade system that prepares students in the academic middle for four-year college eligibility and success. AVID students are the first in their families to attend college and are from student populations historically underrepresented in higher education. AVID has a proven record in bringing out the best in students and closing the achievement gap. The goal of AVID is to provide students with high expectations, encouragement, day-to-day help through the AVID elective class, and a vision of college as an attainable goal. AVID returned to Washington Prep in2018, with the first cohort graduating in 2022.
   The USC A-Lab Architecture Development Program is a partnership with the University of Southern California. Students who participate in A-Lab receive ongoing academic support after the semester-long program to help them achieve their goals of pursuing architecture and related design disciplines at the college level. USC Architecture will offer mentoring and resources to help students apply to college, earn admission, and successfully matriculate through college-level architecture and design degree programs.

LAUSD School Review Process Recommendations

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

School Improvement Grant (SIG) ☐

WASC Recommendations ☑ **WASC Accreditation Results:** **6** **years**

The following key School Review Process Recommendations will be considered by the school and addressed in the SPSA as the school writes its School Plan for Student Achievement:
Specific Actions: Increase initial passage rates of A-G courses increasing the number of teachers trained on EGI practices Evidence/ Monitoring: 20 week grades; Ongoing monitoring of 5 week progress reports; IGP Person(s) Responsible: All stakeholders - Students; Teachers; Parent/ Community Resources: Tutoring; A-G Awareness PPT; Data dig with students Timeline/ Frequency: By June 2024   Specific Actions: Engage students throughout the school day in rigorous learning experiences across disciplines by creating opportunities for PLC and inter-disciplinary work (projects) Evidence/ Monitoring: Agendas; Sign-Ins; Reflections; BTT Model Work Person(s) Responsible: Administrators; ILT; Coaches; Teachers Resources: Common Planning Time; Lesson Plan Timeline/ Frequency: Ongoing beginning fall 2023   Specific Actions: Supporting foundational skills by reestablishing school wide systems and protocols Evidence/ Monitoring: Literacy and Numeracy Drills Across disciplines Person(s) Responsible: Administrators; ILT; Coaches; Teachers Resources: MyPLN; Region South PDs; Site-Based PDs; Online Resources Timeline/ Frequency: Daily

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)
☑ School Site Council	Discussed the SPSA progress and made suggestions for budget allocations to support the student progress at WPHS. SSC approved the 24-25 SPSA and categorical budgets.	01/29/2024, 03/04/2024
☑ English Learner Advisory Committee	Review of SPSA ELAC made recommendation to SSC to approve the 24-25 SPSA and categorical budgets.	12/13/2023, 01/17/2024, 02/14/2024
☑ Departments	Review of SPSA, department leads made suggestions to contribute to the writing of the SPSA. Departments collectively discussed graduation data and specific EL, ELA and math trends.	01/25/2024, 01/30/2024
☑ Other: Community Representatives	Monitor parent portal registration and goals. Identified goals and plan for 24-25 school year.	10/13/2023, 11/17/2023, 01/26/2024, 02/12/2024, 02/13/2024

Los Angeles Unified School District
2024-2025 School Plan for Student Achievement

Academic Excellence - Graduation/College & Career

Select all data sources reviewed to address the Pillar.

☐	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)
☐	Open Data
☐	Interim Assessment Blocks (IAB)
☐	School Experience Survey
☐	Publisher's Assessments
☐	Reading Growth Measure
☐	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
☐	College & Career Readiness Survey
☐	Edulastic
☑	School Targets Dashboard
☐	iReady
☑	FOCUS Dashboard
☐	English Learner Typology Monitoring Report (ELtMR)

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

School Targets Dashboard data 2023-2024 show target 47.60 and proposed future results show 51.33 for postsecondary goals. 2022-2023 data show district 53 and school 47.20.

2023 CA Dashboard data show a 6% increase in cohort graduation rates which resulted in 79% of the cohort graduated. WPHS is in the yellow for graduation rate. Of the students in seat at WPHS in June 2023, only 2 were non-graduates. Of those two students, one was a summer graduate and the other took advantage of his fifth year option as a SPED student.

FOCUS Dashboard data:
Class of 2024 143 seniors (91%) of 158 are on track to graduate spring 2024
82% of Class of 2024 have met graduation requirements
42% of WPHS are UC ready
47% of WPHS are CSU ready

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

The most urgent of areas in need of improvement include the graduation rates for English Learners (45.7%) and students with special needs (65.7%). All other student groups have achieved the 70% district goal. African American (87.4%), Hispanic (73.2%), Homeless (73.9%), socioeconomically disadvantaged (79.4%). WPHS Class of 2024 seniors are on track to graduate 91% of the class barring limited to zero transiency or movement in the class in or out of the school.
The root cause for the low graduation rate among English Learners is due to the inconsistent staffing of the position formerly known as Title 3 Coach. The position of coach over the last five years in the English department has been either filled or vacant but never filled consistently year to year. Further, the teachers employed to work with English Learners have been inconsistent and also the position of EL Coordinator has gone from vacant to being filled by different employees over the last two years. WPHS experienced gains in reclassification rates last year with the support of a coach, but emphasis and training needs to be focused on reclassified students. Teachers will need additional training to support special populations at WPHS.

California School Dashboard Indicators:

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

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

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

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

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

By June 2025, 100% of the WPHS teaching staff will participate in differentiated Equitable Grading and Instruction (EGI) Professional Development to implement daily in all academic areas for students grades 9-12 as measured by PD calendar, agenda and sign in sheets.

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

By June 2025, 50% of students in a graduating cohort will demonstrate college and career readiness with a 'C' or better on UC/CSU A-G approved courses as reported by Focus Dashboard.

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

District Priority

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

District Strategies

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

School Strategy

To address the low percentage of WPHS students in a graduating 9th-12th grade cohort demonstrating college and career readiness with a "C" or better on University of California (UC)/California State University (CSU) A-G approved courses, teachers and staff will plan to provide intentional and strategic counseling, high quality and culturally relevant instruction to 100% of students on the WPHS campus to increase the UC/CSU and A-G on track percentage to 50% across classes by June 2024. A focus on high quality instruction rooted in professional learning of best practices will support WPHS student academic success. Students will have the benefit of learning from well-equipped teachers and teachers will have the support of their colleagues to deliver high quality instruction and they will be more willing to cultivate strong relationships with students.
To do this, we will:
-Participate in professional development about topics that include Equitable Grading and Instruction, Special Education, Best Practices for Emergent Bilingual students, Literacy Signature Strategies and Numeracy Signature Strategies
-Use common planning time by department to plan high quality and culturally relevant instruction
(WASC recommendation, #1)
- WPHS has seven periods of Edgenuity for students to recover D/F grades throughout the school day. WPHS will partner with Study Smart tutors to offer tutoring support during the school day to support first time successful course completion.
- Initiation of the AP Seminar as English 10 pilot program, which is the first step in the College Board Capstone Diploma program sequence, has afforded WPHS free access to training and support for implementing the Pre-AP program on our campus.

School Actions

PD/Planning:
Teachers and staff will increase student graduation rates and successful course completion to be A-G ready by being prepared to provide and counsel students to achieve through high quality instruction.
Teachers will participate in professional development focused on EGI, AVID and signature strategies during Tuesday PD days at New Teacher Institute and department meeting time. Professional development will be provided by WPHS content experts including EL Designee, Title I Designee, HEET Equity Coach, EGI Designee, AVID Coordinator, GATE Coordinator and instructional coaches.
During ELA and math planning days, the Principal and Instructional Coaches (EL Designee, Title I, HEET Equity) will facilitate data review conversations and deliver professional development to prepare teachers to be able to identify and use specific numeracy and literacy strategies in response to data throughout the school year.

Implementation:
 - The EGI designee will curate a toolkit of best equitable grading practices for teachers to utilize throughout the school year
 - The APSCS will create a master schedule that enables teachers to participate in common planning within departments to provide teachers flexibility to plan with content alike teachers to ensure high quality instruction is presented to 9th - 12th grade students (WASC recommendation, #6).
-Teachers will be able to utilize supplemental instructional materials across content areas and courses to ensure all students at WPHS have access to materials that expand the curricular experience and ensure teachers are able to provide high quality instruction. Specific items to be purchased will be identified and described in an SPSA Modification to be completed during the fall semester. (Supplemental Instructional Materials $12,840)
-To further ensure student data is captured and monitored, students need devices that are compatible with applications that enhance student achievement. WPHS will use Non-Cap. Equipment Classroom to purchase new technology for student use such as laptops or desk top computers. Specific items to be purchased will be identified and described in an SPSA Modification to be completed during the fall semester. (Non-Cap. Equipment Classroom $77,543)
-Strategies and resources gained during training for the AP Seminar (English 10 pilot program) will be implemented supporting the Pre-AP program on campus
- Edgenuity will be utilized to support students with D/F grades throughout the seven-period school day so that students are able to recover lost credits.

Monitoring:
After Tuesday professional development, on a weekly basis, out of classroom staff will visit classrooms to observe teacher facilitation and use of the professional development to measure implementation.
The PDSA cycle and observation tool will be used to monitor and measure the teacher's use of the information gained in the professional development.
The APSCS and coaches will support new teachers at WPHS and teachers new to using EGI to ensure proper understanding of the WPHS rubric and measure of standard based learning.
The ILT, SSC and LSLC will review the school matrix to ensure equity across teacher rosters, schedules and courses offered as the APSCS identifies to support 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	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	12,840	0.00	100
CE-ESSA T1 Schools (7S046)	1000	40124 - NON-CAP EQUIP CLSRM	N/A	N/A	40124	77,543	0.00	100

Los Angeles Unified School District
2024-2025 School Plan for Student Achievement

Academic Excellence - English Language Arts

Select all data sources reviewed to address the Pillar.
☐ 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)
☐ Open Data
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Growth Measure
☐ Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
☐ College & Career Readiness Survey
☐ Edulastic
☐ School Targets Dashboard
☑ iReady
☐ FOCUS Dashboard

☐   English Learner Typology Monitoring Report (ELtMR)

---

1. List key findings related to Academic Excellence - 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

CA Dashboard data show red for all students.
135.6 points below standard
Declined 12.8 Points
African American, Hispanic and socioeconomically disadvantaged students show red. No data is shown for English Learners, Foster Youth, Two or More Races, Pacific Islander, Students with Disabilities and White.

iReady ELA - 3+ below grade level
	BOY	MOY
9th	79%	76%
10th	71%	69%
11th	81%	71%
12th	85%	76%

 9th grade English (EL iReady MOY)
 0% mid or above
 0% early on grade level
 0% one grade level below
 2% two grade levels below
 98% three or more grade levels below

   10th grade English (EL iReady MOY)
    3% one grade level below
    3% two grade levels below
  94% three or more grade levels below

   11th grade English (EL iReady MOY)
    3% early on grade level
    0% one grade level below
    3% two grade levels below
  94% three or more grade levels below

   12th grade English (EL iReady MOY)
   27% one grade level below
   73% three or more grade levels below

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

Areas in need of improvement - Teachers notice and students themselves report that they are not testing with fidelity. Students do not receive consistent messages about the value of testing and providing accurate data. Students do not have the efficacy to believe that they can do well when they are struggling readers. Digital tests are a challenge to students who are burned out on technology causing many students to rush through the test. Limited vocabulary continues to be a barrier to text comprehension. Students are not reading independently on their own time and only read on demand. Students are embarrassed about their test score, while others are motivated to test well once they understand their score, indicating a need for consistent, campus wide data review. There has been inconsistent iReady practice time designated for students in most classrooms. Testing environments vary across campus and students report that rooms were either too quiet or too noisy for their testing preferences. Cell phones may be a distraction when students struggle with disconnecting for extended periods of time. Students come to GWPHS below grade level, and while teachers work to increase literacy, data shows only minimal gains. The matrix does not include targeted literacy intervention courses for students who read significantly below grade level. Research based strategies are selected and modeled during PD but are not being implemented with fidelity across disciplines. There is inconsistent use of best practices across campus. District adopted ELA curriculum is being used with more fidelity across grade levels for the first time this year.

California School Dashboard Indicators:

The activities outlined in Academic : English Language Arts pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)
☑ Academic Indicator ELA
☐ Academic Indicator Math
☑ EL Progress Indicator
☐ Chronic Absenteeism
☐ Suspensions
☐ College/Career Indicator
☑ Graduation

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

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

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

By December 2024, 100% of ELA teachers will have administered the iReady BOY Reading Diagnostic Assessment and a teacher-designed, grade-level specific on demand writing assessment to analyze student data and writing samples as a baseline for planning instruction and student placement as documented by lesson plans and classroom observations.

By June 2025, 100% of GWPHS teachers across disciplines will use common literacy development strategies and best practices to instruct students as measured by end of semester student reflections and classroom observations.

By June 2025, all ELA teachers will participate in two administrations (one per semester) of the school-wide writing task, followed by calibration, and scoring student responses as a way to come to shared agreement about the quality of writing at GWPHS as documented by lesson plans and classroom observations.

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

By June 2025, students across all grade levels will attain mastery of ELA standards as measured by iReady EOY to increase the number of students from 7% in Tier 1 (at and above grade level) to 10% and 14% in Tier 2 (one year below grade level) to 16%, reducing the number of Tier 3 (At Risk) students from 80% to 75% as reported by Focus Dashboard.

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

District Priority

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

District Strategies

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

School Strategy

Provide high quality culturally relevant instruction through:
1. Professional Development on District signature literacy strategies, Kagan, AVID Strategies and EGI
2. Use of common planning periods to engage in peer observations
3. Monitoring progress through PDSA cycle observations and feedback and analysis of common formative assessments
Collaboration across the discipline will provide students with instructional practices from teachers who are held accountable to one another for the quality of teaching and learning in their classrooms.
Students will benefit from pacing that allows for common learning experiences and assessments, continuity across grade-levels, and equitable instruction and grading.

School Actions

Professional Development:
1. On a monthly basis, departments will use textbooks, technological applications and culturally relevant instructional materials to plan common pacing guides with embedded formative assessments, followed by quarterly data review. (WASC recommendation, #5)
2. Organize matrix and PD calendar around common planning to support collaboration (WASC recommendation, #3 and #4). The need exists for ELA Teachers to continue to develop their effective use of department planning time to develop grade-level pacing guides based on District adopted curricular materials that support the planning and delivery of high-quality instruction. A master schedule that includes common planning periods will support the development of common lessons and assessments, opportunities for peer observation, and the implementation of protocols for looking at student work.
3. CPA with differential and Instructional Coach will facilitate whole- and small-group professional development to support departments and department leads as they plan pacing and common formative assessments during their common planning times based on the strategically built matrix.
4. The Instructional Coach and Categorical Program Advisor with Differential (3hrs/5days/week @ 100% $78,385 with differential @ $1,570) will facilitate professional development, lesson study and provide classroom support with modeling and providing feedback to ensure teachers utilize signature literacy strategies to present high quality culturally relevant lessons.
Topics will include using signature literacy strategies, best practices for engaging students during block periods, BSAP lessons to be used across the curriculum, EL strategies, SPED strategies and EGI practices.
Professional Development topics will include District signature literacy strategies to maximize instructional minutes and support and engage all learners.
Professional development will include modeling strategies, such as station rotations, Kagan group structures and AVID to support teaching on extended block periods, which address the difficulties of keeping students engaged in learning for the full instructional period.
5. Coordinator X Time Non-Tutor will cover the CPA's hours supporting the PD and collaboration activities beyond the regular workday. 27 hrs. x $107.53 = $2,904
6. Staff will be encouraged to attend Kagan and AVID conferences among other conferences such as COBA and CABE (staff conference $30,000). Knowledge gained from conferences will be shared to staff who did not attend.
7. Teachers will continue to attend District provided training and locally designed PD on EGI to align grading practices with District and school goals.
8. Observations reveal, and students report that they are often unable to relate to instruction in their classes because it is not relevant to their own experiences. High quality, culturally relevant BSAP lessons will be used in classrooms across disciplines to ensure that all teachers are using the appropriate strategies and materials to engage all learners.

Implementation:
1. Teachers will implement high quality culturally relevant instruction intensive and differentiated scaffolding methods with the use of signature literacy strategies in classes across disciplines to support increasing student literacy levels as measured by iReady and SBA data (WASC recommendation #2)
2. Teachers will use one of two planning periods to observe other teachers implementing rigorous standards-based instruction in the classroom made possible through strategic matrix design (WASC recommendation, #4)
3. Teachers will incorporate the strategies and lessons covered during professional development into their classroom instruction and intervention sessions. Teachers who attend conferences will have opportunities to present lessons learned and best practices to staff who did not attend.

Monitoring:
1. Teachers will collaborate by course and progress monitor students through the end of each unit of study (at least four times per year) assessment tools from the core text as common formative assessments and the Interim Assessment Portal.
2. ELA teachers will review data from common formative assessments (CFAs) to re-calibrate and adjust instruction for increased literacy skills including reading comprehension, vocabulary development and writing.
3. Instructional Coach, peer teachers and admin will provide feedback to teachers after observing instruction through the PDSA cycle.
4. Surveys and class observations will be used to determine the impact on student learning from conference attendance.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	780	0.00	100
CE-ESSA T1 Schools (7S046)		117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	30424850	N/A	117360	90,636	1.00	100
CE-ESSA T1 Schools (7S046)	2100	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	2,904	0.00	100
CE-ESSA T1 Schools (7S046)	2100	50080 - STAFF CONF ATTEND	N/A	N/A	50080	30,000	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-9,200	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,700	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30170 - OPEB CERT	N/A	N/A	30170	-350	0.00	100

Section 13.1

Los Angeles Unified School District
2024-2025 School Plan for Student Achievement

Academic Excellence - Mathematics

Select all data sources reviewed to address the Pillar.
☐ 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)
☐ Open Data
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments

☐	Reading Growth Measure
☐	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
☐	College & Career Readiness Survey
☐	Edulastic
☐	School Targets Dashboard
☑	iReady
☐	FOCUS Dashboard
☐	English Learner Typology Monitoring Report (ELtMR)

1. List key findings related to Academic Excellence - 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

2023 CA Dashboard data for math shows orange. WPHS students are 182.3 points below standard (22-23) and the data point is an improvement from the previous year by 28.8 Points

African American, socioeconomically disadvantaged and Hispanic students rank in orange.
No performance data show for English Learners, foster youth, two or more races, Pacific Islander, students with disabilities, and White.

iReady Math (3+ grade below)

	EOY 22-23	BOY 23-24.	MOY 23-24
9th.	76%	75%	
10th	86%	80%	
11th	85%	81%	
12th	93%	88%	

iReady data -
9th grade Math (EL iReady MOY)
0% mid or above
7% early on grade level
7% one grade level below
0% two grade levels below
76% three or more grade levels below

10th grade Math (EL iReady MOY)
3% early on grade level
97% three or more grade levels below

11th grade Math (EL iReady MOY)
  3% early on grade level
  3% two grade levels below
94% three or more grade levels below

12th grade Math (EL iReady MOY)
100% three or more grade levels below

Renaissance was used February 2023 - 94% level 1; winter data showing students in the red decreased in 2023

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

Based on data analysis, students are struggling with meeting grade-level math standards. We need to improve in foundational math skills including multiplication, fractions and division across all grades levels.

The underlying root causes are the following:
1.Between DoI and Region South, the math department is inundated with numerous implementation strategies. Prioritizing which strategies would be most effective at WPHS is a challenge.
2. Chronic student absenteeism, tardiness, and instability in enrollment, coupled with the 2x8 block schedule where students do not receive daily math instruction, affect their receipt and comprehension of high-quality instruction.
3. Teachers were unable to fully implement IM due to material challenges. Furthermore, new teachers need to be fully trained on IM prior to their expected implementation.
4. Planning and progress monitoring for formative assessment without common planning time, which is needed at the beginning of fall semester.
5. As demonstrated by our iReady data, majority of students arrive in math courses 3+ grade-levels below grade level.

California School Dashboard Indicators:

The activities outlined in Academic : Mathematics pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)
☐ Academic Indicator ELA
☑ Academic Indicator Math
☐ EL Progress Indicator
☐ Chronic Absenteeism
☐ Suspensions
☐ College/Career Indicator
☐ Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension Rate.
☐ English Learners
☐ Foster Youth
☐ Homeless
☑ Socioeconomically Disadvantaged
☐ Student with Disabilities
☑ African American
☐ American Indian or Alaska Native
☐ Asian
☐ Filipino
☑ Hispanic or Latino
☐ Native Hawaiian or Pacific Islander
☐ White
☐ Two or More Races
☐ All Students

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

By June 2025, 100% of WPHS teachers across curriculum will use common instructional strategies and best practices daily to instruct students as documented by student end of semester student reflections, lesson plans and classroom observations.
By June 2025, 100% of WPHS Math department teachers will use district instructional strategies daily to unpack problems, deepen understanding of the tasks, and solve problems with precision and accuracy as documented by classroom observations and lesson plans.
By June 2025, 100% of WPHS Math department teachers will participate in monthly site and Region South PDs and pacing to maximize teacher preparedness, identify disaggregate common distractors, develop tools and supports for reteaching, and engage in broader PLC with fellow math teachers as documented by PD agendas, sign-in sheets and observations.

Schools must write at least one Measurable Improvement Objective. State the School's Measurable Improvement Objective(s). If the school is Very Low or Low status in Academic Indicators (Graduation, ELA, Math, English Learner Progress) or Very High or High for Chronic Absenteeism or Suspension, you must include at least one Measurable Improvement Objective that addresses this status. *Required if this Pillar is addressed.
By June 2025, the number of students in 3+ grade levels below will be reduced by 10% from BOY to EOY as measured by the iReady and as reported by Focus Dashboard.

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

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

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

School Strategy

To support the advancement of student achievement and the delivery of rigorous instruction, WPHS will employ common strategies and use data to strategically plan for high quality instruction to support student success.
1. Teachers will use planning time by department to use the curricular materials to create pacing guides that will support the planning and delivery of rigorous high-quality instruction (WASC recommendation, #4).
2. The master schedule will include common planning periods and the professional development calendar will include PD Tuesday department planning days
3. Professional Development topics will include signature numeracy strategies to unpack problems, deepen understanding of the tasks, and solve problems with precision and accuracy, teaching in Block periods, EB strategies, SPED strategies and EGI practices.
4. High quality culturally relevant BSAP lessons will be used in classrooms across campus

School Actions

Professional Development:
1. On a monthly basis, departments will use textbooks, curriculum materials, technological applications and culturally relevant instructional materials to plan common formative assessments while planning pacing guides.
2. Math department teachers will attend Region South math professional development trainings to increase the math teacher's awareness of strategies that will support student achievement as measured by iReady in Math.
3. Title I Designee and Instructional Coach will facilitate professional development to support departments and ILT members as they plan pacing and common formative assessments.
4. The Instructional Coach, TSP Advisor, HEET Advisor and Categorical Program Advisor will collaborate, plan and facilitate professional development to provide classroom support with modeling and feedback to ensure teachers utilize signature numeracy strategies to present high quality culturally relevant lessons.
Topics will include using signature numeracy strategies, best practices for engaging students during block periods, BSAP lessons to be used across the curriculum, EGI practices, EL strategies and the numeracy strategies for solving problems.

Implementation:
1. Teachers will plan and implement high quality culturally relevant instruction with the use of signature numeracy strategies in classes across campus to support increasing student foundational numeracy levels as measured by iReady data.
2. Teachers will use one of two planning periods to observe other teachers implementing standards-based instruction in the classroom as a part of department lesson study.
3. Teachers will incorporate the strategies and lessons covered during professional development into their classroom instruction and intervention sessions.
4. Study Smart tutors will be utilized to support students with the greatest deficiencies in foundational math skills.
5. Tutorial math classes will be implemented to strategically address foundational math deficiencies.

Monitoring:
1. Teachers will progress monitor students through the use of the common Interleaved warmups.
2. Data review of common formative assessments will be analyzed by math teachers to re-calibrate and adjust instruction for increased foundational math skills (WASC recommendation, #6)
3. Out of classroom personnel will participate in classroom observations utilizing the PDSA cycle to monitor the effectiveness of professional development and the use of strategies across math classes on campus.

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
2024-2025 School Plan for Student Achievement

Academic Excellence - English Learner Programs

Select all data sources reviewed to address the Pillar.
☑ 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)
☐ Open Data
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Growth Measure
☐ Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
☐ College & Career Readiness Survey
☐ Edulastic
☐ School Targets Dashboard
☑ iReady
☑ FOCUS Dashboard
☐ English Learner Typology Monitoring Report (ELtMR)

1. List key findings related to Academic Excellence - 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

2023 CA Dashboard EL Progress Indicator shows that:
43.1% of ELs are making progress towards English language proficiency - yellow
This is a 11.6% increase from 2022-2023 SY.
Number of EL Students: 102

Between 2022 and 2023, data for EB improved.

22-23 Reclassification Rate (DataQuest)
The end of year ELtMR indicates:
Our reclassification rate for 2021-22 was 8%. Our reclassification rate for 2022-23 is 30%. Our projected reclassification rate for 23-24 is 25%.

MyData indicates that on 2022-2023 Summative ELPAC:
12.4% of ELs scored an overall ELPAC Level 4 (well developed)
21.9% of ELs scored an overall ELPAC Level 3 (moderately developed)
12.4% of ELs scored an overall ELPAC Level 2 (somewhat developed)
53.2% of ELs scored an overall ELPAC Level 1 (minimally developed)

LP Data (LAUSD MMED Focus)
English Learner Progress Indicator (ELPI) Summary*

9 ELs decreased at least one ELPI Level.
43 ELs maintained their ELPI Level.
43 ELs progressed at least one ELPI Level.
45 ELs had incomplete data.
A total of 140 ELs data was accounted for between 2022 and 2023 ELPAC test.

Spring 2024 MOY iReady data -

9th grade Math (EL)	9th grade English (EL)
0% mid or above	0% mid or above
7% early on grade level	0% early on grade level
7% one grade level below	0% one grade level below
0% two grade levels below	2% two grade levels below
76% three or more grade levels below.	98% three or more grade levels below

iReady data -

10th grade Math (EL)	10th grade English (EL)
3% early on grade level	3% one grade level below
	3% two grade levels below
97% three or more grade levels below	94% three or more grade levels below

iReady data -

11th grade Math (EL)	11th grade English (EL)
	3% early on grade level
3% early on grade level	0% one grade level below
3% two grade levels below	3% two grade levels below
94% three or more grade levels below	94% three or more grade levels below

iReady data -

12th grade Math (EL)	12th grade English (EL)
100% three or more grade levels below	27% one grade level below
	73% three or more grade levels below

iReady needs:
Comprehension: Informational Text Relative Placement
Total # of Students

Early on Grade Level=1
1 Grade Level Below=5
2 Grade Levels Below=3
3 or More Grade Levels Below=116

Comprehension: Literature Relative Placement
Total # of Students
Early On Grade Level=1
1 Grade Level Below=6
2 Grade Levels Below=5
3 or More Grade Levels Below=113

Comprehension: Overall Relative Placement
Total # of Students
Early On Grade Level=1
1 Grade Level Below=5
2 Grade Levels Below=2
3 or More Grade Levels Below=117

Vocabulary Relative Placement
Total # of Students
Mid or Above Grade Level=1
1 Grade Level Below=6
2 Grade Levels Below=4
3 or More Grade Levels Below=115

Phonics Relative Placement
Total # of Students
Mid or Above Grade Level=53
3 or More Grade Levels Below=72

FOCUS Dashboard -
As of January 2023, the Focus EL Dashboard indicates that our school has:
128 ELs, 37 LTELs, 9 PLTELs and 74 Newcomers.

---

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

Although CA Dashboard indicates strong development in English Learner Progress, other data, such as iReady, ELPAC, and course grades point to the need for improvement in foundational literacy skills, vocabulary acquisition, reading comprehension, writing, and listening to fully achieve proficiency.. English learners require literacy support across academic disciplines and focused, explicit support in designated ELD courses.

Based on iReady data, the majority of English Learners have mastered phonological awareness but not the phonics needed for decoding. Direct instruction is needed in this foundational area. English Learners are also struggling with vocabulary and comprehension of literary and informational texts. As a result, when ELs take the ELPAC, results align with these weaknesses. In addition, students carry these skill gaps into their other curricular areas, which impact their course grades. Teachers report that students are unable to comprehend course material and respond effectively to writing assignments and assessments.

There is a need to revisit the writing tasks and support students with the general extent of support according to their proficiency level.

California School Dashboard Indicators:

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

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

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

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

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

By June 2025, all WPHS teachers of English Learners (Emergent Bilinguals) will participate in a minimum of three professional developments sessions as evidenced by agendas and sign in sheets.

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

By June 2025, EL student proficiency rates will increase to 15% proficient from 12% of ELs (CERS data indicates on 2023-2024 Summative ELPAC) scored an overall ELPAC proficient 4, well developed as measured by the Summative ELPAC.

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

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

District Priority
☑   1A. Focus on consistent implementation of high-quality instruction to improve student outcomes
District Strategies
☑   1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas

School Strategy

Provide rigorous, high-quality, standards-based Comprehensive English Language Development instruction (Designated ELD and Integrated ELD) for English Learners in grades 9-12 that builds English language proficiency.
1. Designated and Integrated ELD instruction will include:
2. Content instruction based on the content and ELD Standards in tandem
3. Instructional Approaches: Active Listening, Extended Communication, Oral Summarizing
4. Essential Academic Language Routines as described in the MMED Trifold
5. Constructive Conversation Skills: Create, Clarify, Fortify Negotiate
6. Activities informed by the ELPAC Task Types, and Interim ELPAC results

School Actions

Professional Development/Planning:
1. To support effective English Language Development, the EL Designee, Instructional Coach & ILT Members will plan and provide Designated ELD Professional Development on: Start Smart 1.0 and 2.0, Essential Instructional Approaches and Constructive Conversation Skills.
 The above mentioned three PDs will focus on Parts 1, 2 and 3 of the ELD Standards with special attention to the use of graphic organizers, scaffolded text dependent and non-dependent questions.
2. All teachers with ELs in their classes will be provided with PD on the English Learner Instructional Approaches, including how to use the guiding questions for lesson design as measured by agendas and sign ins.
3. To support effective Integrated ELD, the EL Designee, Instructional Coach and ILT Members will plan and provide Integrated ELD Professional Development on standards-based content and language objectives (During Banked Time Tuesday).
4. To support an effective Comprehensive ELD program the EL Designee, Instructional Coach and ILT Members will plan and provide Professional Development on: Constructive Conversations, the Essential Instructional Approaches and Academic Language Routines planning tool, formative assessments (Student Progress Form and & Oral Output Analysis Tool), the use of the OPTEL and ELPAC IAs to guide instruction, and the Linked Domain Information Document (LDID) during banked time and outside contractual hours (Teacher X-Time Non-Tutor: 15 teachers at $100.55 x 99.96 hours = $10,051)
5. All teachers (Designated ELD and Integrated ELD) will meet three times per year during the regular school day to analyze EL Progress data and develop the English Learner Progress Expectation Plan (ELPEP) to meet the needs of individual students. Teacher Release Day: $603.31 x 8 days = $4,827
6. All teachers of ELs will hold data chats with students and parents at least 2 times per year, utilizing the Individual Reclassification Acceleration Plan (IRAP) and the ELPAC IA assessment data (During Parent Conferences).
7. Additional planning time will be provided during planning meetings to develop common Designated/Integrated ELD lessons informed by the ELD Standards and understand formative assessments (Student Progress Form and & Oral Output Analysis Tool) .

Implementation:
1. Instructional Coach and EL Designee will provide demonstration lessons and co-teach to incorporate the strategies shared during professional development (Constructive Conversation skills, Instructional Approaches, ELD Standards and activities informed by the ELPAC Task Types).

2. Teachers of English Learners in both Designated ELD (dELD) and Integrated ELD (iELD) will intentionally and purposefully implement one or more of the following strategies on a daily basis: Constructive Conversation skills, Instructional Approaches, and activities informed by the ELPAC Task Types Domain Information Documents (DIDs).
3. Parents will be given orientations and guidance to utilize Parent Portal. WPHS will create campaigns to recruit and engage parents of Emergent Bilinguals to educate them and involve them in ELAC so there is more knowledge shared across the parent community.
4. To be able to provide rigorous, high-quality, standards-based instruction for English Learners in Designated English Language Development classes (dELD) and Integrated English Language Development across all disciplines (iELD) to build literacy for English Learners:

Designated ELD instruction: Teachers will implement:
Content instruction based on the ELD Standards
Instructional Approaches: Active Listening, Extended Communication, Oral Summarizing
Constructive Conversation Skills: Create, Clarify, Fortify, Negotiate

Integrated ELD instruction Teachers will implement:
Inclusion of ELD standards in planning and instruction
Opportunities for reading, writing, listening, and speaking
Purposeful grouping to promote academic conversations
Explicit vocabulary instruction

Monitoring/Evaluation:
1. Teachers of Designated ELD (dELD) will assess English Learners with the Student Progress Form or the Oral Output Analysis through the Interim ELPAC times per grading period and analyze formative assessment data (Student Progress Form and & Oral Output Analysis Tool).
2. Administrators and other members of the Instructional Leadership Team will conduct instructional observation in Designated ELD and Integrated ELD classrooms. Observations will focus on the implementation of the strategies featured in the professional development and provide individual feedback to teachers and data from observations as recorded on the PDSA cycle worksheet.
3. The ILT and teachers of ELs will analyze Summative ELPAC, ELPAC Interim Assessment data, and ELPI data as well as individual student growth on the ELPAC at least once per semester during banked time. Data collected will be used in conjunction with the DIDs to support informing Tier I instruction, small group instruction, as well as academic acceleration for English Learners.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	4,827	0.00	100
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	10,051	0.00	100

Los Angeles Unified School District
2024-2025 School Plan for Student Achievement

Academic Excellence - Other Academic Content

Select all data sources reviewed to address the Pillar.

☐ 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)
☐	Open Data
☐	Interim Assessment Blocks (IAB)
☐	School Experience Survey
☐	Publisher's Assessments
☐	Reading Growth Measure
☐	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
☐	College & Career Readiness Survey
☐	Edulastic
☐	School Targets Dashboard
☐	iReady
☐	FOCUS Dashboard
☐	English Learner Typology Monitoring Report (ELtMR)

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

California School Dashboard Indicators:

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

	Graduation

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

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

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

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

District Priority	
District Strategies	

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

Los Angeles Unified School District
2024-2025 School Plan for Student Achievement

Joy and Wellness

Select all data sources reviewed to address the Pillar.
☐ 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)
☑ Open Data
☐ Interim Assessment Blocks (IAB)
☐ School Experience Survey
☐ Publisher's Assessments
☐ Reading Growth Measure
☐ Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
☐ College & Career Readiness Survey
☐ Edulastic
☑ School Targets Dashboard
☐ iReady
☑ FOCUS Dashboard
☐ English Learner Typology Monitoring Report (ELtMR)

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

School Targets Dashboard data:
Postsecondary - 9th - 12th grade cohort demonstrating C or better on UC/CSU A-G approved courses

22-23	23-24	24-25
district: 50.6%	58.1%	65.5%
school: 42.9%	46.03%	49.17%
	target: 47.8%	

Social Emotional - Growth Mindset

22-23	23-24	24 - 25
District: 65.9%	70.1%	74.3%
School: 66.8%	69.56%.	72.34%
	target: 50%	

Social Emotional - Self Efficacy - High

22-23	23-24.	24-25
District: 49.2%	70.1%.	57.87%
School: 47.8%	69.56%	53.94%
	target: 50%	

Social Emotional - Self Management

22-23	23-24	24-25
District: 66.3%	70.8%	75.3%
School: 64.5%	70.76%	77.04%
	target: 50%	

Social Emotional - Social Awareness

22-23	23-24	24-25
District: 60.9%	65.6%	70.3%
School: 55.6%	60.83%	66.07%
	target: 50%	

Attendance Data:
LAUSD FOCUS Dashboard Data show:
100% Attendance Submittal Rate
49% Chronic Absence Rate (91% or lower)
27% Proficient/Advanced Attendance (96% or higher)

26.6% (207 students of 779) of WPHS have 96% or higher - proficient/advanced
24.1% (188 students of 779) of WPHS students have basic attendance at 92%-95%
49.3% (384 students of 779) of WPHS students have chronic attendance at 91% or lower attendance

LAUSD Open Data:
Enrollment: 22-23 740 students, 23-24 774 students; projected 24-25

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

Postsecondary - 9th - 12th grade cohort demonstrating C or better on UC/CSU A-G approved courses is an area in need of improvement.
49.3% (384 students of 779) of WPHS students have chronic absence at 91% or lower attendance

Student attendance is important to passing A-G courses the first time.
Students report the need for mental health days because school is stressful as the reason for absences and the chronically absent label that defines 49% of WPHS students. WPHS students have jobs, many times, out of necessity to support their family with paying the basic rent, utility or grocery bills. More than 95% of WPHS students identify as socioeconomically disadvantaged and 4% are identified as foster youth. Students report that some teachers don't understand how to provide a balanced work load across what could be 8 courses for the WPHS student.   Too much work feels overwhelming for the students and those students choose to take mental health days. The more often the student feels they need a break, the lower their attendance falls.

Students report that teachers aren't empathetic to their unique needs as athletes, employees and/or college bound high school students. Students argue that some teachers don't communicate effectively about assignments which leads to stress while other teachers do not communicate with students that will lead to positive relationships between the student and teacher. Not feeling heard or seen leads students to choosing to disengage with educators, leading them to skip classes and/or school days.
Students note that some parents have to work and do not or are unable to ensure their teen gets to school. Parents care about their students but basic necessities to provide shelter, food and clothing supersede students arrive to school on time or five days a week.

Safety is a concern for parents. The School Experience Survey response shows the percentage of parents who believe WPHS is a safe place for their student is low. The neighborhood that WPHS is situated in is a crime ridden gang infested one that residents and families have to be vigilant in to protect themselves. Depending on what is occurring in the surrounding neighborhood between families or gangs, students and families make the choice to send their student to school or not. The threat of gun violence is a constant fear that permeates in the United States and closely at WPHS where there are few school police officers and few campus aids to manage the frustration of students and families that end in physical altercations.   The violence in the community is not exclusive to outside of WPHS walls, but it is a part of it because WPHS is a community school.

We need a school survey for why they struggle with coming to school, In n Out Burger days as incentive and recognize that Safety, either peer conflict or neighborhood affects attendance. Both parents and students have concerns for student safety as in SES from parents.
Students say they need Mental health days, maybe as a school 2 days/ year that school wide focus is on SES curriculum and physical health.

California School Dashboard Indicators:

The activities outlined in 100% Attendance pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)
☐ Academic Indicator ELA
☐ Academic Indicator Math
☐ EL Progress Indicator
☑ Chronic Absenteeism
☐ Suspensions
☐ College/Career Indicator
☐ Graduation

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

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

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

During the 2024-25 school year, PSA counselor and two Attendance Clerks will work together to reduce student "no-shows" from high to low numbers based on enrollment roster/count after day one of school (August 2024) and before Norm Day, by running daily attendance reports and calling parents of absent students to encourage attendance as documented by MISIS and contact logs.

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

By June 2025, GWPSH will increase the number of students in the basic attendance band from 24% to 25% as reported by Focus Dashboard.

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

District Priority

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

District Strategies

☑	2D.S5 Leverage school teams to conduct personalized, daily outreach to families of students with low attendance

School Strategy

In order to reduce chronic absenteeism and increase the connectedness students feel and experience on campus, WPHS will incorporate engagement strategies by leveraging school teams to personalize student outreach:
1. Incentive programs
2. Home visits, daily contact with chronically absent students
3. Create a MTSS for chronic attendance, discipline, social emotional learning, and school climate
4. Attendance expectations meetings for targeted parent groups once per semester
5. Advisory classes will provide college preparatory materials and socio-emotional resources for students.

School Actions

Planning:
1. Administrator, Intervention/Prevention Support Coordinator with Differential ($156,770/$1,558), A-G Counselor, school psychologist ($33,611), two office techs (2 x $102,944), and academic counselors will coordinate the planning of incentive programs and school wide assemblies at which students will be recognized for improvement in academics and attendance. The team will plan to recognize students at Dinner with the Principal in front of parents and at semester awards assemblies and finally the attendance milestone awards days.
 2. WPHS students will matriculate through high school with the same advisory teacher between 9th and 12th grades, maintain advisory portfolios with assignments, projects and journal entries related to social-emotional learning (SEL) competency areas of growth mindset, self-efficacy, self-management and social awareness. The positive connections that are developed between students and teachers/staff will result in lowered chronic absenteeism.
3. WPHS School's SWPBIS Team will be made up of: Administrator, Intervention/Prevention Support Coordinator, A-G Counselor, school psychologist, two office techs, and grade level teachers. The Administrator and Intervention/Prevention Support Coordinator will lead the team, address the chronic absenteeism (whole day and period by period), build capacity of the teachers in how to engage with diverse students. The PSA will work with the administrator responsible for attendance, establishing and implementing the protocols for daily contact with chronically absent students.
4. PD will be during PD Tuesday to build the capacity of teachers and staff focused on creating a welcoming environment which considers the diverse needs of all students, especially those who demonstrate poor attendance and negative classroom behavior. PD will include strategies for improving classroom management, setting routines, expectations and social emotional development.
5. Intervention/Prevention Support Coordinator (6 hours/5days/week @ $156, 770 with a differential of $1,559) will provide SWPBIS professional development, including Ripple Effects, during PD days as planned in the PD calendar. (Updated WASC recommendation, #6)
6. In the fall, a PD will be facilitated to share best practices with WPHS staff members and teachers to understand the WPHS protocols for home visits, phone call logs and creating positive relationships with families and chronically absent students.
7. An MTSS will be created to reduce chronic attendance and discipline issues, incorporate social emotional learning lessons into classroom instruction, and build a positive climate.

Implementation:
1. Administrator, Intervention/Prevention Support Coordinator, A-G Counselor are part of the team who will implement home visits and phone calls to make daily contact with chronically absent students.
2. A MTSS for chronic attendance, discipline, social emotional learning, and school climate will be shared and communicated to students and stakeholders during professional development sessions, parent meetings and student expectations assemblies. As necessary, the members of the above team will hold attendance expectations meetings for targeted parent groups once per semester.
3. The PSA will work with chronically absent students while the Intervention/Prevention Support Coordinator will work with identified students based on the WPHS 3-Tier intervention program. They will make home visits, facilitate restorative-type groups to create positive connections with students, and similar activities according to their school's protocol. They will acknowledge milestone days and create attendance incentives on high absentee target days.
4. Office techs will support parent communication and intervention strategies on days that school is not in session and prior to the start of the school year to call homes, organize family presentation booklets and support families as they register to school prior to the school year. (clerical x time, 56 hours @ $40.32/hours = $1,980)
5. Advisory classes will provide college preparatory materials and socio-emotional resources for students to gain the skills to be successful in high school as well as in life. The advisory lessons will support the school graduation rate and A-G on track measures because students will be responsible for maintaining portfolios that will measure student social-emotional learning (SEL) competency areas of growth mindset, self-efficacy, self-management and social awareness.
6. Intervention Support Coordinator will support families, students and teachers to understand the WPHS school wide expectations by providing workshops/PD on the importance of regular attendance and on intervention strategies based on student data.
7. The PSA will implement an incentive program to reward students monthly to encourage regular attendance and decrease chronic absenteeism.

8. In addition to serving on the SWPBIS Team, the Counselor will meet with students throughout the year to go over their A-G plan and to identify strategies to support them in meeting their academic goals and understanding school wide expectations.

Monitoring:
1. On a monthly basis, WPHS will conduct regular School-wide Positive Behavior Intervention and Support (SWPBIS) meetings that review student data including Suspension data, Tardy Sweeps, Intervention Logs and Teacher Referrals.
2. Student chronic absenteeism will be monitored on a daily, weekly, 5-week grading period and monthly basis.
3. Student data will be examined across a variety of touch points to measure progress including the advisory attendance data, pass fail/rate, and daily attendance outreach logs.
4. School staff will meet monthly to identify and evaluate strategies and their effectiveness.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	30413069	N/A	14496	156,770	1.00	100
CE-ESSA T1 Schools (7S046)	2100	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	1,558	0.00	100
CE-ESSA T1 Schools (7S046)		26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	30064737	N/A	26288	102,944	1.00	100
CE-ESSA T1 Schools (7S046)		26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	30489787	N/A	26288	102,944	1.00	100
CE-ESSA T1 Schools (7S046)	2700	21468 - CLERICAL X-TIME	N/A	N/A	21468	1,980	0.00	100
CE-ESSA T1 Schools (7S046)	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 1 Day)	N/A	N/A	13222	33,611	0.00	100

Los Angeles Unified School District
2024-2025 School Plan for Student Achievement

Engagement and Collaboration

All sections are required.

Select all data sources reviewed to address the Pillar.
☐ 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)
☐	Open Data
☐	Interim Assessment Blocks (IAB)
☑	School Experience Survey
☐	Publisher's Assessments
☐	Reading Growth Measure
☐	Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
☐	College & Career Readiness Survey
☐	Edulastic
☐	School Targets Dashboard
☐	iReady
☑	FOCUS Dashboard
☐	ELPAC
☐	Whole Child Integrated Data System
☐	English Learner Typology Monitoring Report (ELtMR)

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

CA Dashboard data show Washington Preparatory 2023 graduation rate increased 6% to 79% graduated in the yellow. 2022 CA Dashboard graduation data showed 73% graduated and it was determined to be low.

97.6% of WPHS students are identified as socioeconomically disadvantaged, 19.6% of students are English Learners, and 2.4% of students are foster youth.

2023 Graduation Data by Subgroup:
African American: 87.4% (1.2% increase) - green
Hispanic: 73.2% (5.2% increase) - yellow
SES: 79.4% (6.8% increase) - yellow
EL: 45.7% (8% decrease) - red
SPED: 65.7% (10.9% increase) - red

2023-2024 data show 64% of parents participated in the SES which is an increase from the 2022-2023 School Experience Survey data showing 58% parent respondents, a steady 7% increase, equally to the increase from the previous year. Student respondents in 23-24 was 85%, a 4% increase from 2022-2023 of 81%. Staff respondents moved was consistent at 100% between 23-24 and 22-23 school years.

2023-2024 data outcomes from School Experience Survey:
83% of parents strongly agree with overall customer service
80% overall parent engagement
80% overall parent involvement
80% overall resource availability
73% overall safety

The Region South goal is 85% for Parent Portal Enrollment. Focus Dashboard data show 84% of WPHS and Magnet parents enrolled in Parent Portal.   WPHS parents enrolled in the Parent Portal for the 23-24 school year was 84%, this is an increase from 2022-2023 school year parent enrollment at 76% based on Focus Dashboard data.

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

Areas in need of improvement include:
The low enrollment of parents into Parent Portal and the low percentages of parents responding "strongly agree" to the SES are areas of concern that are connected to academic achievement. Twenty-seven percent of parents strongly agree that they attend events in person, like parent-teacher conference, assemblies, and school performances. Thirty-three percent of parents strongly agree that WPHS recruits and organizes parents to help and support the school. Twenty-nine percent of parents strongly agree that their child is safe on school grounds. Parent attendance at events, school outreach to parents and families feeling safe on campus are concerns and areas in need of improvement that need to be addressed
Graduation rates of EL and SPED students are in the red.

The low enrollment of parents into Parent Portal root cause: When "guardians" are not the parents or legal guardians of students, MISIS does not create a pin for that adult to create a Parent Portal account. Over 40% of WPHS students are foster youth. Many students are being raised by their grandparents or elder relative and technology presents a barrier for the caregiver. In addition to the MISIS barriers, Newcomers who have migrated to the United States have language and cultural barriers that may prevent caregivers from being fully involved in a student's education. Parents struggle in navigating the Parent Portal and other technology platforms. Parents have difficulty with the technical language and do not trust the technology. Community Reps are creating email addresses for parents, this tells us parents are not comfortable with technology to use it in their daily lives and using it for academics may be tougher.   Collaboration between parent center and attendance office has not been consistent, affecting how new families are welcomed and informed of Parent Portal among other aspects of WPHS. Parent enrollment in Parent Portal is not immediate and there is a need for parents to return to campus to get the support to come back to the school for help. The phone numbers are not always accurate, parents do not answer or the parents do not return the call. Parents do not answer because there are phone calls from regional and district offices in addition to the school personnel.

Root cause for school outreach to parents: WPHS has not formally organized to recruit parents to volunteer or enroll in Parent Portal. We have made efforts to process parent volunteers, but we have not created formal recruiting opportunities or promoted opportunities for parents to volunteer. Monthly mailers, phone calls and automated messages are sent to parents, but there is no way to know that the communication reaches the parents. There is opportunity to consider other methods of reaching families including flyers to parents in waiting cars and home visits. Even when parents are enrolled in Parent Portal, it is possible that the hours of school events conflict with working parents schedules. After school events could conflict with the family schedule for dinner and other priorities. Saturday hours will be considered to accommodate parent schedules. The school should make parents aware of the Family School Partnership act that protect their employment should they need to attend school events.

The safety of students is in question among families. Safety concerns could be a correlation between attendance at school events after hours.

California School Dashboard Indicators:

The activities outlined in Parent And Community pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)
☐ Academic Indicator ELA
☐ Academic Indicator Math
☑ EL Progress Indicator
☐ Chronic Absenteeism
☐ Suspensions
☐ College/Career Indicator
☑ Graduation

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

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

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

During the 2024-2025 school year, Washington Prep will provide monthly in-person, hybrid, and/ or virtual targeted opportunities to increase the number of parents or guardians linked in the Parent Portal as evidenced by flyers, agendas, and workshop sign-ins/Zoom usage reports.

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

By June 2025, Parent Portal registration and participation will increase from 84% to 85% as measured by the Parent Portal Enrollment data in Focus Dashboard.

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

District Priority

☑   3A. Strengthen relationships between families, students, and their schools to improve student success

District Strategies

☑   3A.S3 Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal

School Strategy

WPHS will build strong relationships between families, students, and WPHS staff to improve student academic outcomes and graduation rate of students passing A-G courses by providing:
1. Supports that encourage parent participation on Parent Portal
2. Targeted school events
3. Monthly parent workshops
4. Parent campaign for volunteers including parents of athletes
Parent orientations, hands-on workshops, and school wide events will be promoted to parents to increase their awareness of school events and opportunities for parent involvement.

School Actions

Planning/PD
1. WPHS Community Representatives, TSP Advisor and Categorical Program Advisor will plan 3-4 parent workshops per semester (monthly workshops) to provide an overview of the parent portal and opportunities for guided practice using the various portal features.
2. Community Representatives will plan and schedule Parent Orientations and other school wide events such as, Dinner with the Principal in an effort to engage with WPHS parents and to ensure all families are registered in Parent Portal.

Implementation
1.Community Reps will support WPHS staff to invite parents/legal guardians to attend the workshops through: personal invitations, Blackboard Connect, School Website, School Marquee and flyers.
2. Community reps will support the school wide registration week by facilitating the initial round of Parent Portal registration days in August 2025
3. Workshops will include the step by step Parent Portal registration process, ways to access the information required to register, and the features/icons.
4. Parent Workshops throughout the school year will include topics specific to Parent Portal and student engagement: attendance monitoring, online forms, Schoology, Progress Reports and Special Education Services
5. WPHS will also use $1500 from budget 7E046 to support parents in attending the COBA parent conferences that are beneficial and pertinent to their increased support of their teen. (Parent Conference Attendance)
6. Parent workshops may be facilitated by an LAUSD Independent Contractor, WPHS will use $5000 of budget 7E046 to contract with the organization to present workshops to parents. An SPSA Modification will be created once a vendor and program are identified. (Contracted Instructional Services)
7. Purchase of Non-Cap. Equipment Other $1, 550 microphone/speaker for the use during parent workshops held in large spaces such as the library and small gym for the benefit of parents ease in hearing the presentation and accessing the information.
8. Title 1 Designee will work with the school leadership team to outreach to parents/legal guardians to support them in registering on the Parent Portal.
9. School will provide incentives such as: highlighting the classroom(s) with the highest Parent Portal registration percentages in school announcements, sharing the progress toward 100% Parent Portal registration on the P.A. and bulletins/newsletters, and creating a bulletin board dedicated to our school's Parent Portal progress.
10. Supplemental materials ($464) will be utilized to support parent workshops and provide informational resources in the Parent Center to increase parent engagement. An SPSA Modification will be created once specific items are identified.

Monitoring/Adjusting:
1. Title 1 Designee will generate weekly Parent Portal reports from the Focus Dashboard, such as the report titled, "Parent Portal Registration by Student," which indicates the parents who are linked to their student in the Parent Portal.
2.Title 1 Designee will work collaboratively with members of the school leadership team (Administrator, Comm. Rep./PFC Staff, and support staff) to review the report and strategically target the parents/legal guardians who have yet to register and/or link their student in the Parent Portal.
3. The leadership team and Community Rep. will use participation rosters and parent feedback from the various parent events to determine effectiveness.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	50073 - PARENT CONF ATTND	N/A	N/A	50073	1,500	0.00	100
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30455851	N/A	27785	56,220	1.00	100
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30455850	N/A	27785	25,299	1.00	45
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	50002 - CONTR INSTRL SVC	N/A	N/A	50002	5,000	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	40125 - NON-CAP EQUIP-OTHER	N/A	N/A	40125	1,550	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	464	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?
GWPHS does not have a reliable way to measure teaching effectiveness. Novice teachers receive monthly instruction in the form of The New Teacher Institute facilitated by the Instructional Coach, Title I Designee and guest teacher presenters. WPHS is in the process of realigning coursework to our student learning goals and rebuilding school culture for all stakeholders. Low performing students do not have access to the most experienced teachers due to the inability to fill vacancies, leaving gaps in diagnostic assessments and reliable course progress data to place students in appropriate courses with the most effective teachers. While long term substitutes do their best to support instruction, a trained teacher knowledgeable in the content area would be most beneficial to our students. In 2022-2023 WPHS had to collapse math classes to fill vacancies resulting in disruption to student schedules and teacher course loads. In 23-24 the math department was able to recover vacancies with new teachers to WPHS, but still the math department had long term substitutes and math teachers had new curriculum to learn. WPHS has not created an intentional system to provide the low performing students access to the most experienced and effective teachers. Students are assigned to classes with teachers without consideration of years of experience; rather they are paired based on need for the class. The Title III position was filled spring 2023 and the coach was an asset in the improved progress of EL students, however the coach position has not been filled in the 23-24 school year to support the continuing development of English Learners. Empowering, Rigorous Content: Students at WPHS have equal access to AP courses across student groups. African American/Black students do not complete AP Spanish courses at the same rate as Hispanic learners. The path to the CA bi-literacy seal is not equal for second language learners of English as it is for students whose first language is English. WPHS will offer Spanish 4 in the 24-25 school year to address the disproportioned numbers of English Learners accessing the CA bi-literarcy seal in comparison to the native English speakers.

2. Which inequities are priorities for the school to address?
Teaching quality: WPHS staff including counselors, coaches and the teachers are critical to fully supporting students. Instructional coaches help to support novice and seasoned teachers to use current strategies to increase student achievement. PSA and attendance counselors support home visits and phone calls to tier 3 chronically absent students. BSAP team works as a village to monitor academic progress and make connections with African American students. PSWs and A-G counselors make themselves available to students who need guidance and motivation to manage course work with life responsibilities. WPHS needs to: Have follow up meetings with staff about student learning outcomes - use the PDSA cycle to monitor the professional development after facilitation Teachers need to tie data reviews to instructional outcomes. More department common planning meeting time is required to support pacing and looking at student work. We need to follow up professional development with peer observations and promote use of strategies. AVID strategies need to be invoked school wide. Empowering, Rigorous Content: Preliminary Learner Needs Direct interventions to support Literacy & Numeracy (for sub-groups) First Time A-G course completion with C or higher

3. How will the school address these inequities?
While Washington offers a quality education filled with a variety of options for classes, we do need more assistance with reaching some of our goals for our curriculum. More funding would allow for other courses such as Anatomy and CCNA which would increase opportunities for our students post graduation. We would also like to track our graduates to have data regarding the effectiveness of our curriculum for college and career readiness. WPHS will look for opportunities to bring more real life experiences to the classroom to connect future career options with the curriculum presented across the disciplines. WPHS has been successful with the USC A-Lab partnership for 11th grade students. This year, 23-24, Southwest College has also opened a college class on the campus of WPHS to support the expansion of college course options during the school day. WPHS continues to look for opportunities to better utilize our LASC partnership to allow professors and lecturers to teach courses on our campus such as CCNA (Cisco Certified Network Associate), robotics, aviation simulations, and nursing classes.

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.
N/A

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
☐ 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.

Kagan Professional Learning: Cooperative Learning and Active Engagement

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

Kagan Professional Learning: Cooperative Learning and Active Engagement offers engaging professional development. Kagan Structures are research-based instructional strategies that have a track record of improving academic achievement and social outcomes. Funding Source will have to be determined throughout the year but teacher release time and planning time has been identified in both TSP and 7S046 to support student achievement.

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

Kagan Professional Learning: Cooperative Learning and Active Engagement will be evaluated by peer observation (both classroom teachers and out of classroom certificated not admin personnel) to determine the extent to which teachers use strategies in the classroom. Observing personnel will use the PDSA checklist coupled with the WPHS checklist to measure the use of Kagan strategies practiced and the engagement of students by quantifying student participation compared to class size. Also, the engagement of students is expected to increase evident in the attendance of students, report card grades and the iReady data of students across campus as reviewed during the fall and spring grading periods.

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.

Kagan, when used in classrooms where teachers have been trained is proving to create energetic classrooms on the campus of Washington Preparatory High School. Teachers who implement Kagan are able to use the strategies that encourage all students to engage, answer questions and build confidence to cooperatively engage in conversations with classmates to build understanding of the content being taught.

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).

The stated mission of the school is to provide academic skills enabling students to strive for excellence and reach their full potential. Upon graduation, it is expected students will possess the academic and social skills needed to think critically, function effectively in a diverse global society, and participate as informed responsible citizens who are prepared for leadership roles in their communities and the world.

The school worked to expand the access for AP Classes and Virtual access in preparation for Spring testing.

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.).

The school put interventions in place to support struggling students, such as Vertical Teaming, Lesson Studies, Accessing and Applying the Common Core State Standards and PLCs. For students who still have difficulty, there are tutoring centers for English and Math, Saturday school, online courses and Winter Intersession.

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

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

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

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

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

The schoolwide program involves parents and members in the community.   All stakeholders, including students, staff, parents, community members, are involved in developing/approving the school's mission and student learning outcomes . Parents, students, faculty, staff and community members participate in the actual discussions about the progress of the school.   These groups are involved in the school participating in different activities and committees in the school(SSC, Local School Committee, and ELAC).

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

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

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

N/A

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

As the principal supervisor, I oversee a dedicated team of professionals, including Instructional Coaches, Operational Coordinators, Systems of Support Advisors, and Parent Educator Support Assistants. Together, we provide comprehensive support to the school community through various tiers of intervention and collaboration.

One key aspect of my role is facilitating Data-Driven Progress Monitoring Dialogues. These sessions allow us to track and analyze targeted outcomes, assess progress, and strategize interventions to enhance student achievement.

Additionally, I am actively involved in providing weekly instructional support and leadership expectations. This includes ensuring that the principal and teachers receive actionable feedback from classroom observations. I also facilitate monthly meetings to address instructional needs and foster a supportive learning environment through instructional rounds.

To support ongoing professional development, I organize weekly principal meetings to review instructional expectations and data. I also provide updates on iReady progress monitoring and assessment data, along with subgroup report analysis to pinpoint areas of growth and improvement in order for the principal to develop targeted interventions.

Furthermore, I organize and facilitate monthly instructional rounds with our principal network to observe classroom practices, improve their intentionality of feedback and support improvement at scale. I also participate in network meetings, crosswalks, and reviews to ensure alignment with district goals and objectives.

Lastly, I oversee the monitoring of Plan-Do-Study-Act (PDSA) cycles, ensuring effective implementation and adjustments as necessary to drive continuous improvement and positive outcomes.

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	
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs)	☐	0.00	4,827	0.00	0	0.00	0	0.00	0	0.00	0	0.00	4,827
11681 11681 - CRD DIF CAT PRG ADV	☐	0.00	780	0.00	0	0.00	0	0.00	0	0.00	0	0.00	780
117360 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	☐	1.00	90,636	0.00	0	0.00	0	0.00	0	0.00	0	1.00	90,636
11759 11759 - INTVN/PREV SUPC DIFF	☐	0.00	1,558	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,558
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 1 Day)	☐	0.00	33,611	0.00	0	0.00	0	0.00	0	0.00	0	0.00	33,611
14496 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	☐	1.00	156,770	0.00	0	0.00	0	0.00	0	0.00	0	1.00	156,770
14692 14692 - COORD X (NON-TUTOR)	☐	0.00	2,904	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2,904
14693 14693 - TCHR X (NON-TUTOR)	☐	0.00	10,051	0.00	0	0.00	0	0.00	0	0.00	0	0.00	10,051
21468 21468 - CLERICAL X-TIME	☐	0.00	1,980	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,980
26288 26288 - OFFICE TECH E1T/07 (8 Hrs / 5 Days)	☐	2.00	205,888	0.00	0	0.00	0	0.00	0	0.00	0	2.00	205,888
27785 27785 - COMMUNITY REP C (6 Hrs / 5 Days)	☐	2.00	81,519	0.00	0	0.00	0	0.00	0	0.00	0	2.00	81,519
30165 30165 - HEALTH WELFARE CERT	☐	0.00	-9,200	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-9,200
30166 30166 - RETIREE BNFTS CERT	☐	0.00	-2,700	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-2,700

30170 30170 - OPEB CERT	☐	0.00	-350	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-350
40124 40124 - NON-CAP EQUIP CLSRM	☐	0.00	77,543	0.00	0	0.00	0	0.00	0	0.00	0	0.00	77,543
40125 40125 - NON-CAP EQUIP-OTHER	☐	0.00	0	0.00	0	0.00	1,550	0.00	0	0.00	0	0.00	1,550
40269 40269 - SUPPLMTL INSTRL MAT	☐	0.00	12,840	0.00	0	0.00	464	0.00	0	0.00	0	0.00	13,304
50002 50002 - CONTR INSTRL SVC	☐	0.00	0	0.00	0	0.00	5,000	0.00	0	0.00	0	0.00	5,000
50073 50073 - PARENT CONF ATTND	☐	0.00	0	0.00	0	0.00	1,500	0.00	0	0.00	0	0.00	1,500
50080 50080 - STAFF CONF ATTEND	☐	0.00	30,000	0.00	0	0.00	0	0.00	0	0.00	0	0.00	30,000
40239 POTENTIAL FNDING VAR	☐	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
40261 PENDING DISTRIBUTION	☐	0.00	3	0.00	0	0.00	174	0.00	1	0.00	0	0.00	178
Total		6.00	698,660	0.00	0	0.00	8,688	0.00	1	0.00	0	6.00	707,349

ATTACHMENTS

Attach the following materials

Submit with Plan:

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

Submit to Principal's Portal:

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

Submit via Email

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

Retain at the School:

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