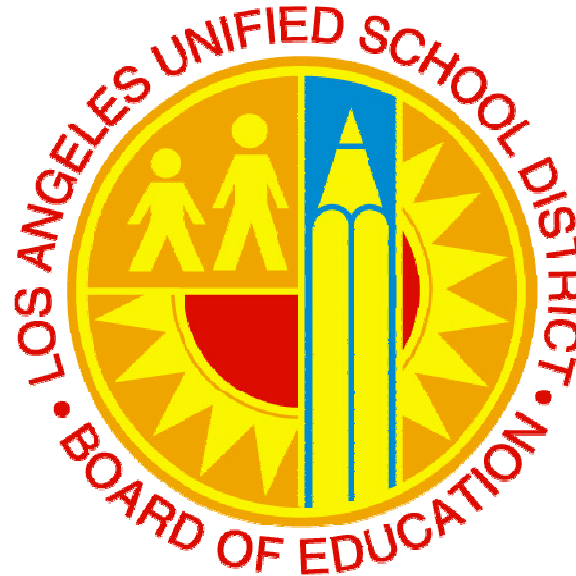


**Los Angeles Unified School District
Middle School Edition
*Single Plan for Student Achievement***

2008 – 2009

Program Improvement Year 3: Corrective Actions Plan



Superintendent

Ramon C. Cortines

Board Members

Mónica Garcia, Board President

Marguerite Poindexter LaMotte

Tamar Galatzan

Marlene Canter

Yolie Flores-Aguilar

Julie Korenstein

Richard Vladovic

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SCHOOL INFORMATION SCHOOL PROGRAM IDENTIFICATION

School Name: Southeast Middle School	Local District: 6
District CDS Code: 1964733	School CDS Code: 0106989
Initial Year: 2008-2009	

For additional information on our school programs contact the following:

Principal: Wanda Sequeira	E-mail address: wanda.sequeira@lausd.net
Contact Person: Rosa Guerrero	Position: Categorical Prog. Adv. E-mail address: rdavilag@lausd.net
Address: 2560 Tweedy Blvd, South Gate, CA 90280	Telephone Number: 323-568-3100

Indicate which of the following Federal, State and Local Programs are consolidated in this plan:

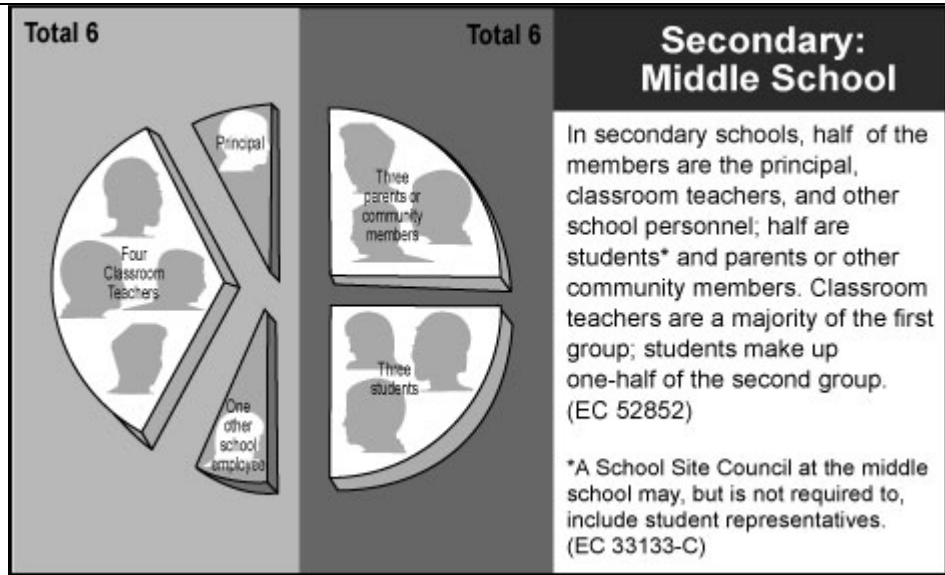
<input checked="" type="checkbox"/> English Learners Programs (EIA-LEP) <input checked="" type="checkbox"/> Gifted and Talented Education (GATE) <input checked="" type="checkbox"/> High Priority Schools Grant (HPSG) <input type="checkbox"/> Los Angeles Educational Alliance for Restructuring Now (LEARN) <input checked="" type="checkbox"/> Program Improvement (PI) <input type="checkbox"/> Quality Education Investment Act (QEIA) <input checked="" type="checkbox"/> School Based Coordinated Programs (SBCP) <input type="checkbox"/> School Based Management (SBM)	<input checked="" type="checkbox"/> Special Education/Least Restrictive Environment (LRE) <input checked="" type="checkbox"/> Title I Schoolwide Program (SWP) <input type="checkbox"/> Title I Targeted Assistance School (TAS) <input checked="" type="checkbox"/> Title III English Language Acquisition, Language Enhancement, and Academic Achievement <input type="checkbox"/> Title IV Safe and Drug-Free Schools and Communities (SDFSC) <input checked="" type="checkbox"/> Tobacco Use Prevention Education (TUPE) <input type="checkbox"/> Other: _____
--	--

The District Governing Board approved this Revision to Update the <i>Single Plan for Student Achievement</i> on:		
	Date	

The Local District staff has reviewed the School Plan with the principal and agreed to support and provide feedback for implementation.			
Signature	Signature		
Local District Director of School Services	Local District Superintendent or Designee		
Date	Date		

School Site Council Composition

EC 52852



The membership of the council shall be no fewer than 12 members.

Part A – School Staff				Part B – Parents/Community		
Name	Principal	Classroom Teacher	Other Personnel	Name	Parent/Community	Student (if applicable)
Wanda Sequeira	X			Martha Ibarra	X	
Rosa Guerrero			X	Josefina Tamayo	X	
Johnny Rivera		X		Jasmine Caraveo	X	
Gerald Goblirsch		X		David Ramos		X
Melania Martinez		X		Paola Vargas		X
Michael Ulmer		X		Frank Lopez		X

Total number in each column 1 4 1 Total number in each column 3 3
 Total number in Part A 6 Total number in Part B 6

Martha Ibarra Parent
 Name of SSC Chairperson Position (e.g., Parent, Teacher) _____ _____
 Signature of SSC Chairperson Date

Wanda Sequeira
 Name of Principal _____ _____
 Signature of Principal Date

COMMITTEE RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval and assures the board of the following:

1. School site councils have developed and approved a plan, to be known as the *Single Plan for Student Achievement* for schools participating in programs funded through the consolidated application process, and any other school programs or grants they choose to include.
2. School plans must be 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	Chairperson		Check		Date of review of recommendation
	Print Name	Signature	Parent	Staff	
Compensatory Education Advisory	Guadalupe Lopez		X		
English Learner Advisory	Maria Torres		X		
Gifted & Talented Education Program Advisory	Fatima Marks			X	
UTLA Chapter Chair or Chapter Chair’s Designee	Alma Carr			X	
Other (list)					

3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be 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 the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the school site council on:

May 27, 2009
 Date

Attested:

Martha Ibarra
 Typed name of SSC chairperson

 Signature of SSC chairperson

 Date

Wanda Sequeira
 Typed name of school principal

 Signature of school principal

 Date

KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

Categorical Program Monitoring (CPM): Standards, Assessment and Accountability

Analyze the data provided to complete the charts below.

English/Language Arts																																																				
<p>Participation Rate Target: 95%</p> <ul style="list-style-type: none"> • Identify the subgroup(s) that DID NOT meet the required targets. • Check "Not Applicable" if all subgroups made the participation rate of 95%. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Schoolwide African American American Indian/Alaskan Native Asian	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Filipino Hispanic or Latino Pacific Islander White (not of Hispanic origin)																																																
			X	Socioeconomically-disadvantaged English learners Students with Disabilities Not Applicable																																																
<p>Percent Proficient <i>Annual Measurable Objective (AMO)</i> Target: 35.2% for 2007-2008 Target: 46.0% for 2008—2009 Target: 56.8% for 2009—2010 Target: 67.6% for 2010—2011</p> <p><i>ADD the percent advanced and proficient for all numerically significant subgroup(s) by grade level enrolled at the school in the box provided.</i></p>																																																				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 10%;">Grade 6</th> <th style="width: 10%;">Grade 7</th> <th style="width: 10%;">Grade 8</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">Schoolwide</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">24%</td> </tr> <tr> <td>African American</td> <td></td> <td></td> <td></td> </tr> <tr> <td>American Indian/Alaskan Native</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Filipino</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hispanic or Latino</td> <td style="text-align: center;">24%</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">24%</td> </tr> <tr> <td>Pacific Islander</td> <td></td> <td></td> <td></td> </tr> <tr> <td>White (not of Hispanic origin)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Socioeconomically-disadvantaged</td> <td style="text-align: center;">23%</td> <td style="text-align: center;">31%</td> <td style="text-align: center;">24%</td> </tr> <tr> <td>English learners</td> <td style="text-align: center;">2%</td> <td style="text-align: center;">3%</td> <td style="text-align: center;">1%</td> </tr> <tr> <td>Students with Disabilities</td> <td></td> <td style="text-align: center;">2%</td> <td></td> </tr> </tbody> </table>						Grade 6	Grade 7	Grade 8	Schoolwide	24%	30%	24%	African American				American Indian/Alaskan Native				Asian				Filipino				Hispanic or Latino	24%	30%	24%	Pacific Islander				White (not of Hispanic origin)				Socioeconomically-disadvantaged	23%	31%	24%	English learners	2%	3%	1%	Students with Disabilities		2%	
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Directions: Analyze the data provided in the previous section and answer the questions in each section to determine the Key Finding(s).

Adequate Yearly Progress (AYP)	
Question	Key Findings
<ol style="list-style-type: none"> 1. Which of the subgroups DID NOT meet the percent proficient targets in English/language arts based on 2007-08 data? 2. Using the AYP report, what subgroup(s) of students are at-risk of not meeting proficient targets in English/language arts 2008-09 and/or 2009-10? 	The AYP criteria were not met BY school wide or by subgroups in ELA. English Learners and Students with Disabilities continue to be the lowest performing subgroups with percentages in single digits.

KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

Categorical Program Monitoring (CPM): Standards, Assessment and Accountability

Mathematics																																																				
<p style="text-align: center;">Participation Rate Target: 95%</p> <ul style="list-style-type: none"> Identify the subgroup(s) that DID NOT meet the required targets. Delete any subgroups that are not numerically significant. Check "Not Applicable" if all subgroups made the participation rate of 95%. 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Schoolwide</td></tr> <tr><td style="padding: 2px;">African American</td></tr> <tr><td style="padding: 2px;">American Indian/Alaskan Native</td></tr> <tr><td style="padding: 2px;">Asian</td></tr> </table>	Schoolwide	African American	American Indian/Alaskan Native	Asian		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Filipino</td></tr> <tr><td style="padding: 2px;">Hispanic or Latino</td></tr> <tr><td style="padding: 2px;">Pacific Islander</td></tr> <tr><td style="padding: 2px;">White (not of Hispanic origin)</td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="padding: 2px;">Socioeconomically-disadvantaged</td></tr> <tr><td style="padding: 2px;">English learners</td></tr> <tr><td style="padding: 2px;">Students with Disabilities</td></tr> <tr><td style="padding: 2px; text-align: center;">X Not Applicable</td></tr> </table>	Filipino	Hispanic or Latino	Pacific Islander	White (not of Hispanic origin)	Socioeconomically-disadvantaged	English learners	Students with Disabilities	X Not Applicable																																				
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Directions: Analyze the data provided in the previous section and answer the questions in each section to determine the Key Finding(s).

Adequate Yearly Progress (AYP)	
Question	Key Findings
<ol style="list-style-type: none"> 1. Which of the subgroups DID NOT meet the percent proficient targets in mathematics based on 2007-08 data? 2. Using the AYP report, what subgroup(s) of students are at-risk of not meeting proficient targets in mathematics in 2008-09 and/or 2009-10? 	<p>The AYP criteria were not met BY school wide or by subgroups in Mathematics. English Learners and Students with Disabilities continue to be the lowest performing subgroups with percentages in single digits.</p>

KEY FINDINGS FROM SCHOOL'S DATA ANALYSIS

Categorical Program Monitoring (CPM): Standards, Assessment and Accountability

Academic Performance Indicator (API)	
Questions	Key Findings
<p>1) Did the school make API? 2) What was the change in the schoolwide API from the previous year?</p>	<p>Southeast Middle school met the API criteria school wide with a score of 660. It fell short with the Students with Disabilities with a score of 419. English Learners also scored 34 points lower than school wide with a score of 626.</p> <p>Compared to 2006-2007, in 2007-2008 the API demonstrated a School wide gain of 24 points Loss of 2 points for Students with Disabilities Gain of 18 points for EL students</p> <p>School wide and ELs are showing an upward trend. But, Students with Disabilities are not. They are going in the opposite direction.</p>

Single Plan for Student Achievement Annual Evaluation	
Question	Key Findings
<p>What changes will be made as a result of the evaluation?</p>	<p>Funds will remain the same or be increase for contracts, conferences, Teachers Z/X time, to provide instructional support to teachers to help to student increase proficiency levels.</p>

Key Findings from English Learners Data

CPM: Standards, Assessment and Accountability

Analyze the CELDT and School Performance Indicators data provided and answer the questions to determine the Key Finding(s) for students acquiring English.

California English Language Development Test (CELDT)	
Questions	Key Findings
1) What percent of students are scoring at the advanced and early advanced level and how does this vary by grade? 2) What differences in performance by skill area are worth noting?	The 2008-2009 CELDT reveals that over 70% of their ELs are scoring in Intermediate (44% or 184 students) and Early Advanced (31% or 130 students). English Learners are one of the two lowest performing subgroups on the CSTs in both ELA and mathematics.

Reclassified English Learners Data	
Question	Key Finding
How has the rate of reclassification changed over time at the school?	During 2007-2008 the school reclassified 28% of its EL students; an increase of 13.4% over the previous year.

Key Findings from Student Data

CPM: Standards, Assessment and Accountability and Staffing

Analyze the data provided from the School Performance Indicators and answer the questions to determine the Key Finding(s).

Student Attendance

Question	Key Findings
1) How has the rate of student attendance changed over time at the school?	Since the School opened in 2004, the attendance rate has been 91% or above. This past year, Southeast Middle School has been number one in Local District 6 for attendance, except for the month of December. Based on our most current data, our average attendance rate for 2008-2009 is 96.65.

Suspension and Expulsion Data

Questions	Key Findings
1) How has the number of suspensions and expulsions increased or decreased over time? 2) How has the rate of suspensions and expulsions increased or decreased over time?	The number of suspensions and expulsions drastically dropped in 2008-2009, partially because of the Positive Behavior Support Plan that was implemented this year that included support from the PSA Counselor, Psychologist and Nurse. PSA Counselor, Psychologist, and Nurse services were purchased to provide a school-wide, whole child approach to behavior modification and instruction. Support services from PSA Counselor, Nurse and Psychologist assists at-risk students with social, emotional and health problems that helped improve student attendance, decreased suspensions and referrals for discipline and health problems.

ACTION PLAN

School Organization and Support Structures—Middle School

CPM: Teaching and Learning, Professional Development, and Funding

Goals have been provided as targets to guide the actions and resources to improve student achievement in accordance with State and Federal guidelines.

<p>LEA Goal:</p> <ul style="list-style-type: none"> • All students will reach high standards, at a minimum attaining proficiency or better in English/language arts and mathematics by 2013-14. • All English learners will become proficient in English within 5 – 6 years of instruction. • All students will graduate from high school. 	<p>School Organization and Support Structure Goals:</p> <ul style="list-style-type: none"> • All schools will be organized to support the academic needs of students. • All schools will have effective support structures to address student needs that impact learning.
--	--

DIRECTIONS	Write the Key Findings based upon the school's data analysis for the subgroups.
<p>Southeast Middle School needs to ensure that: 80% or more of EL students are moving a minimum of 1 ELD level each year by providing additional interventions (after-school and Saturdays) and incentives. Teachers will be supported with a PD plan that will focus on meeting the needs of students not meeting core grade level standards. 80% or more of the students will improve their reading comprehension by one grade-level per year with teachers providing successful, research based strategies in class as well as SDAIE and intervention strategies. All students have the prerequisite skills necessary in order to successfully complete algebra with a grade of 'C' or better by the 9th grade with teachers providing a focused instructional program that includes predicted interventions and scaffoldings, for example through Lesson Study.</p>	

You would have to add to the findings if you are purchasing PSA, PSW, nurse or paraprofessionals, including educational or supervision aides. Then, you need to include a strategy/activity and proposed expenditure.

ACTION PLAN

School Organization and Support Structures—Middle School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

	<u>SUBGROUP(S)</u>	<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/ COMPLETION DATE</u>
DIRECTIONS	List the subgroups.	<p>Identify strategies/activities to improve School Organization and Support Structures.</p> <p>Include central office support that will be implemented.</p>	Describe the services and/or programs needed to implement the strategies, activities, and/or central office support described in the left hand column.	Identify proposed funding source(s) to be utilized for the proposed expenditures, i.e., Title I, Title I-PI, EIA-SCE, and/or EIA-LEP.	What interim measures/ assessments (i.e. Periodic Assessments, school-based assessments, student work and grades) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities?	Who participates and/or who is responsible for monitoring of the specific strategies/ activities/ central office support?	Indicate when the strategy will be implemented and projected date of completion.
	All Students including ELs and Students with Disabilities	<p>Departments will work in PLCs and use the Continuous Cycle of Improvement to:</p> <ul style="list-style-type: none"> o Work collaboratively o Incorporate programs such as: <ul style="list-style-type: none"> o Accelerated Reader at a specified and common time school wide o Jane Shaeffer writing program o Analyze data and student work to determine interventions and strategies to meet students needs o Create common assessments o Develop and Implement common lessons <p>Professional Development will continue to be provided to staff on ELD and SDAIE strategies such as:</p> <ul style="list-style-type: none"> o Graphic Organizers o MIG and in-class intervention such as Compass Learning fro 	<p>Instructional Material and General Supplies</p> <p>X time and substitute time will be necessary to provide with planning time to continue PLC work</p> <p>Professional Development Teacher-Regular</p>	Title I, Title I-PI, EIA-SCE, and/or EIA-LEP.	<ul style="list-style-type: none"> o CSTs o Teacher Created common formative assessments, CFA/ formative assessments, FA o Periodic Assessments o Accelerated Reader monitoring of reading fluency and comprehension o Student Work/Projects o Grades o High Point assessments o Monitoring of English Language Acquisition o Pre/Post tests 	Administrators, Coaches, Coordinators and Teachers	September 2009 to July 2010

ACTION PLAN

School Organization and Support Structures—Middle School

CPM: Teaching, Learning and Professional Development and Funding

This page must address student achievement needs: professional development strategies/activities, personnel, programs, goods and services.

<u>SUBGROUP(S)</u>	<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>PROPOSED FUNDING SOURCE(S)</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/COMPLETION DATE</u>
	<p>mathematics on effective note taking</p> <ul style="list-style-type: none"> ○ Vocabulary/Academic Vocabulary development ○ Reading Comprehension techniques ○ Peer-to-Peer observations to share successful research based strategies in practice ○ Follow-up training on ATLAS protocol (and others as needed). <p>After-school Tutoring will be provided to support students in mastering grade level core content standards</p> <p>After-school Intervention Program for students failing or receiving a D in Mathematics and/or English Language Arts /ESL by building on specific deficiencies.</p> <p>Incentive Program to reward students meeting goals and benchmarks such as those of the Accelerated Reader Lounge/Book Club and for the winners of student writing contests</p>	<p>X time for teachers to teach After-school tutoring</p> <p>General Supplies</p> <p>Instructional Materials (Accelerated Reader books and materials)</p>				

Do not delete directions from this page.

MONITORING

CPM: Governance and Administration

A comprehensive and multi-level monitoring process will assist the school and the Local District in evaluating the implementation of “Action Plans” and inform future practice. Required monitoring includes the following:

1. The School Site Council (SSC) has the responsibility to monitor the overall progress of the Single Plan for Student Achievement.
2. The school and the Local District will participate collaboratively in monitoring, evaluating and reporting results.
3. Information about and access to the Single Plan for Student Achievement will be provided to school staff, councils and committees to ensure successful implementation and to assist in the ongoing monitoring and, when necessary, modification process.

Directions: Provide a succinct description of how the school will monitor the “Action Plans” and include members of the monitoring committee, frequency of the meetings and the process for reporting the committee’s findings with stakeholder groups.

Description of School Monitoring Process <i>(Include monitoring of “Action Plan” activities by assessing “Evidence of Progress”. Additionally, include a schedule of sessions for: (a) analyzing data from the District’s “Diagnostic Periodic Assessments” and (b) examining student work samples in order to inform future instruction/learning.)</i>	Members of Monitoring Team Reporting to SSC	Process for Reporting Results	Timeline (Frequency)
Monitor evidence of student progress on district periodic assessments and common formative assessments to inform instruction. Review ongoing work of PLC’s and the cycle of continuous improvement-CFA, common lessons, analysis of student work.	Administrators, Coordinators and Coaches.	Periodic reviews of student data (assessments district/state, attendance, discipline, health referrals), leadership Team to review PC progress	Ongoing
Description of Local District Monitoring Process <i>(An attachment may be provided by the Local District which includes analysis of “Evidence of Progress”, alignment of appropriate textbooks/supplementary materials, and use of diagnostic periodic assessments to inform instruction and improve academic achievement. The Superintendent has delegated authority to the Local Districts to closely monitor the academic program and related expenditures in all Program Improvement schools.)</i>	Members of Monitoring Team	Process for Reporting Results	Timeline (Frequency)
<ul style="list-style-type: none"> • Monitor evidence of student progress by reviewing schools on going work with the Professional Learning Communities, focusing on common formative assessments, in class intervention and the other steps of the Continuous Cycle of Improvement. Other data will include: periodic assessments, math benchmarks, annual CST, CELDT and CAPA data to identify learning gaps and professional development through Professional Learning Community (PLC) work • Periodically conduct school visitations to ensure appropriate instructional pedagogy is being implemented for all students based upon the Cycle of Improvement 	Directors Coordinators Directors Coordinators	Periodic reviews of student achievement data (periodic assessments, annual state assessments) Director’s PLC meetings/Study Groups Periodic Meetings with Content Experts and address data and program implementation	Ongoing Ongoing

<ul style="list-style-type: none"> • Monitor development of school budgets for alignment to instructional priorities and Program Improvement guidelines 	<p>Superintendent Directors Categorical Coordinator EL Coordinator PI Coordinator Fiscal Staff</p>	<p>Periodic reviews of school budgets and budget adjustment</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> • Periodically meet with leadership teams to support schools in the implementation of the SPSA 	<p>Directors</p>	<p>Director's PLC meetings/Study Groups Categorical Program Advisers Meetings(Title I and/or EL Coordinators)</p>	<p>Ongoing</p>

BUDGET

CPM: Funding

Insert

Budget Pages found at:

www.lausd.k12.ca.us/lausd/office/instruct/sfp

Categorical Funding Allocated to School

Budget Justifications

ATTACHMENTS

Directions: Attach materials which include the following:

Submit with Plan:

- **SSC Approval of SPSA** (CPM: Governance and Administration)
 - Include copy of agenda and minutes verifying approval of the SPSA.
 - Include any written parent comments of dissatisfaction with the SPSA (SWP).
 - Documentation (i.e., agendas, sign-ins, minutes) must remain at school site for five years.