

School Improvement Grant

Cohort III

2015 - 2016

Los Angeles Unified School District
333 S Beaudry Avenue
Los Angeles, CA 90017

Contact: SIG Office
(213) 241-0357

- **FORM 1 Renewal Application Cover Sheet**
- **FORM 2 Signatures and Approvals**
- **FORM 3 Grant Contact Information**
- **FORM 4 Annual Student Achievement Goals in English-Language Arts/Reading**
- **FORM 5 Annual Student Achievement Goals in Mathematics**
- **FORM 6 Program Evaluation of SIG Required Components**
- **FORM 7 Evaluation Systems (Transformation Schools Only)**
- **Form 10 Revised Implementation Charts**

SIG Form 1

Renewal Application Cover Sheet

**School Improvement Grant
2015–16 Renewal Application**

**RENEWAL APPLICATION RECEIPT DEADLINE
May 15, 2015**

Submit to:
California Department of Education
Improvement and Accountability Division
School Turnaround Office
1430 N Street, Suite 6208
Sacramento, CA 95814-5901

NOTE: Please print or type all information.

County Name Los Angeles		County/District Code 19-64733	
Local Educational Agency (LEA) Name Los Angeles Unified School District		LEA NCES Number 0622710	
LEA Address 333 S. Beaudry Ave., 25 th Floor		Total Grant Amount Requested \$15,998,955.00	
City Los Angeles		Zip Code 90017	
Name of Primary Grant Contact Nader Delnavaz		Grant Contact Title Director	
Telephone Number (213) 241-0357	Fax Number (213) 241-8466	E-mail Address nader.delnavaz@lausd.net	
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.			
Printed Name of Superintendent or Designee Ramon C. Cortines		Telephone Number (213) 241-7000	
Superintendent or Designee Signature (Blue Ink)		Date 05/13/15	

SIG Form 2—Signatures and Approvals

School District Approval: The superintendent, or designee, at each school district involved in the 2015–16 Renewal Application must sign.

School District Name	Name of Superintendent	Signature of Superintendent
Los Angeles Unified School District	Ramon C. Cortines	

School Principal Approval: The principal of each school site involved in the 2015–16 Renewal Application must sign.

School Name	Intervention Model	Printed Name of Principal	Signature of Principal
Angeles Mesa Elementary School	Restart	Emily Williams	
Audubon Middle School	Restart	Charmain Young	
Fulton College Preparatory School	Transformation	Raquel George	
Legacy International Studies Learning Center	Restart	Guillermina Jauregui	
Los Angeles Senior High School	Restart	Helena Yoon-Fontamillas	
San Fernando Senior High School	Restart	Kenneth Lee	
Sun Valley Magnet School	Transformation	Roberto F. Lee	
Woodcrest Elementary School	Restart	Kery Jackson	

SIG Form 3—Grant Contact Information

Name of Primary Grant Contact	Nader Delnavaz
Professional Title	Director
Address	333 S. Beaudry Ave., 25 th Floor
City, State, Zip	Los Angeles, CA 90017
Phone Number	(213) 241-0357
Fax Number	(213) 241-8466
E-mail Address	nader.delnavaz@lausd.net
Name of Fiscal Contact	Mabel Capistrano
Professional Title	Financial Analyst
Address	333 S. Beaudry Ave., 25 th Floor
City, State, Zip	Los Angeles, CA 90017
Phone Number	(213) 241-0327
Fax Number	(213) 241-8466
E-mail Address	mabel.capistrano@lausd.net

Note: Please confirm that all contacts listed above are updated in the School Improvement Grant Monitoring and Reporting Tool (SIGMART) at <http://www2.cde.ca.gov/sigmart/> and in the California Accountability and Improvement System (CAIS) at <http://www.cais.ca.gov>.

SIG Renewal Application Checklist

Required Forms

The following forms must be included as part of the 2015–16 Renewal Application. Check or initial by each form, and include this form in the application package. These forms can be downloaded from the CDE School Improvement Grant Web page at <http://www.cde.ca.gov/sp/sw/t1/sig09.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

☐ ☒ SIG Form 1—Renewal Application Cover Sheet
(Must be signed in blue ink by the LEA superintendent or designee)

☐ ☒ SIG Form 2—Signatures and Approvals

☐ ☒ SIG Form 3—Grant Contact Information

☐ ☒ SIG Form 4—Annual Student Achievement Goals in English-Language Arts/Reading

☐ ☒ SIG Form 5—Annual Student Achievement Goals in Mathematics

☐ ☒ SIG Form 6—Program Evaluation of SIG Required Components

☐ ☒ SIG Form 7—Evaluation Systems (Transformation Schools Only)

☐ ☒ SIG Form 10—Revised Implementation Chart(s)
(LEA must revise approved implementation chart)

Form 10.1 Turnaround Implementation Chart

Form 10.2 Transformation Implementation Chart

Form 10.3 Restart Implementation Chart

SIG Form 4—Annual Student Achievement Goals in English-Language Arts/Reading

LEA Name	Los Angeles Unified School District				
School Name	Angeles Mesa Elementary				
CDS Code	19 64733 6015804				
Schoolwide, Grade Level, or Sub-group	English-Language Arts (ELA)/Reading Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
Kindergarten	DIBELS BOY (Beginning of Year) / MOY (Middle of Year) / EOY (End of Year)	23% /14%/ 49%	51%	41% / 29%	54%
Grade 1	DIBELS BOY (Beginning of Year) / MOY (Middle of Year) / EOY (End of Year)	25% / 27%/ 54%	56%	25% / 41%	59%
Grade 2	DIBELS BOY (Beginning of Year) / MOY (Middle of Year) / EOY (End of Year)	39% / 37%/ 40%	42%	50% / 50%	45%
Grade 3	DIBELS BOY (Beginning of Year) / MOY (Middle of Year) / EOY (End of Year)	36% / 36%/ 10%	40%	47% / 49%	42%
Grade 4	DIBELS BOY (Beginning of Year) / MOY (Middle of Year) / EOY (End of Year)	Not tested	40%	23% / 22%	42%
Grade 5	DIBELS BOY (Beginning of Year) / MOY (Middle of Year) / EOY (End of Year)	Not tested	40%	24% / 28%	42%
Analysis					
<p>In looking at student achievement data as measured by DIBELS from the beginning of the year to the middle of the year, we see that in grades K, 2, and 3, there is a higher percentage this year of students beginning the year scoring proficient. The percentage of students scoring proficient in grade 1 was the same at the beginning of last year and this year. We did not assess students in grade 4-5 with DIBELS last year.</p> <p>However, looking more closely at the data, we see that for both last year and this year there was either only a small increase in the percentage of students showing improvement from the beginning of the year to the middle of the year or a decline. The exception to this is grade 1 this year. Students scoring proficient from the beginning of this year to the middle of this year increased from 25% to 41%. This increase can be attributed to differentiated instruction to students in</p>					

a departmentalized setting. Students most at risk were grouped together in a smaller class. During their ELA/Reading time, two intervention teachers pulled 8 students for intensive instruction, leaving the classroom teacher to further differentiate instruction with the remaining students in class. All students in the at-risk class received Tier 2 instruction by highly qualified teachers. The increase in students scoring proficient in 5th grade can be attributed to the same intervention.

The majority of students in all grade levels did not make enough progress to move up from one proficiency band (benchmark, strategic, or intensive) to the next. In Kindergarten and 1st grade, the standards and skills tested increase in number and complexity from the beginning of the year to the middle of the year increase in number and complexity, remaining at the same band does not mean that progress was not made. It means that there was not enough progress made to move up a proficiency level.

A concern when looking at the percentage of students not moving up a level is the high percentages in the upper grades of students who remain in the intensive/well below benchmark band. In 3rd grade, 37% of the students scored in this intensive band. In 4th grade, 53% of students scored intensive. In 5th grade, 47% of students scored intensive. At Angeles Mesa, 6 out of 8 of our upper grade teachers have been teaching less than 5 years. Three of the teachers began teaching this year. This year there was difficulty securing a literacy coach and mentor teachers, however next year we will have a Literacy Coach to support teachers. Additionally, the staff is refining the implementation of the RTI model to consider targeted, differentiated small group instruction with intervention teachers pushing in and team teaching for next year during a Universal Access Time. Our intervention teachers are funded by the SIG and will continue working with students at all grade levels next year. This year, classroom teachers and students were supported by two intervention teachers who pulled 10 at-risk students at a time for intensive, differentiated instruction by grade level daily. Tutoring is currently being offered afterschool by several of our classroom teachers targeting these at-risk students. End of the year DIBELS assessments are being administered at this time. This data will be analyzed by the Leadership Team over the summer and will be shared with teachers during PD sessions in August before our next school year begins.

SIG Form 5—Annual Student Achievement Goals in Mathematics

LEA Name	Los Angeles Unified School District				
School Name	Angeles Mesa Elementary				
CDS Code	19-64733-6015804				
Schoolwide, Grade Level, or Sub-group	Mathematics Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
Kindergarten	Math Interim Performance Assessment MPA1 / MPA2	N/A	60%	11% / 56%	65%
First Grade	Math Interim Performance Assessment MPA1 / MPA2	N/A	50%	2% / 13%	55%
Second Grade	Math Interim Performance Assessment MPA1 / MPA2	N/A	60%	15% / 60%	55%
Third Grade	Math Interim Performance Assessment MPA1 / MPA2	N/A	60%	13% / 64%	55%
Fourth Grade	Math Interim Performance Assessment MPA1 / MPA2	N/A	50%	2% / 44%	55%
Fifth Grade	Math Interim Performance Assessment MPA1 / MPA2	N/A	70%	68% / 78%	75%
Kindergarten	Progress Report Grades	77.8%	78%	37.3% (2 nd per.)	78%
First Grade	Progress Report Grades	49.2%	51%	35.2% (2 nd per.)	54%
Second Grade	Progress Report Grades	43.3%	45%	19.0% (2 nd per.)	48%
Third Grade	Progress Report Grades	54.7%	57%	35.8% (2 nd per.)	60%
Fourth Grade	Progress Report Grades	43.4%	45%	49.1% (2 nd per.)	48%

Los Angeles Unified School District
Angeles Mesa Elementary School

Fifth Grade	Progress Report Grades	81.1%	81%	80.7% (2 nd per.)	81%
Analysis					
<p>The data in the first six rows reflects the gains that have been made this year in regards to mathematics instruction from the first Math Interim Performance Assessment to the second Math Interim Performance Assessment. For this year's assessments, the majority of our students showed improvement from the first assessment to the second. This improvement directly reflects the collaborative work the teachers have been doing this year since December. Our teachers have been working closely with a part-time Math Coach from UCLA since December. Teachers worked together to plan instruction that was more focused and targeted to the standards students were being asked to master. Teachers have been attending professional developments and have been using protocols to look at student work and assessments, so that instruction can be planned around student needs. Unfortunately, the district did not archive the</p>					

Math Performance Assessment data last year, nor is the data available at the school site for last year. We will, however, make sure we keep and collect all data for this year and next, so as to be able to report progress toward meeting student learning standards with proficiency.

We have included Progress Report data from last year so that we have some proficiency data for our students that we can compare over time. The Progress Report data reflects the number of students who scored 3 (proficient) or 4 (advanced) in Mathematics on their Progress Reports at the end of last year and for the second reporting period this year. We will gather end of the year Progress Report data this year so we are able to compare end of year data from last year to end of year data this year.

Goals have been set for the end of the year District Performance Assessment, as well as 3rd reporting period Progress Report marks.

SIG Form 6—Program Evaluation of SIG Required Components

1. Briefly describe implementation of the SIG Required Components **in year one**. Describe progress made in implementing the selected intervention model and include a statement describing the greatest implementation challenges and strategies used to overcome the challenges.

The required components for year one of implementation was working with UCLA, the EMO, on the following identified focus areas: professional development, Instructional Coaching, Parent-Community Engagement. The implementation strategies identified to address the focus areas are: develop professional learning communities, develop teacher leaders, offer university-based courses and workshops, ensure stakeholder groups work together. The start of the 2014-15 school year was challenging in finding the right personnel available full time to deliver instructional coaching support outlined in the grant. Working with the administrative team to better understand the students and teachers, UCLA presented other options. With the goal of building teacher leaders and developing a professional learning community, and building parent and community involvement, leadership coaching was identified as a strategy to address achieving these goals.

Working with a half-time Leadership Coach, the administrative team is learning strategies for developing highly effective collaborative groups, has attended part one of Adaptive Schools training and Day 1 of Cognitive Coaching training. In May and throughout the summer, part two and additional opportunities for training are offered for the administrative team and ten-member Leadership Team.

To support teachers in changing their practice and expanding subject matter content, teachers have opportunities to take university-based courses and workshops. To support changes in teaching practice in the classroom, and continue professional development at the site level, a half-time UCLA math instructional coach began coaching and supporting teachers in the winter of 2015 while seeking a full time math coach.

To support leadership in strengthening our parent-community involvement, the UCLA math instructional coach and UCLA director of parent partnerships began working with the AMES parent representatives to design engaging parent workshops.

Finding the right personal to provide the instructional coaching is the greatest challenge in implementing the intervention

model, however this challenge brought an opportunity to discover an unaddressed need. Without the challenge, the discovery of leadership coaching may not have been made. Leadership coaching has made a profound and immediate impact on the work at AMES in creating a professional learning community. With half of the teaching staff having less than five years teaching experience, mentoring support has been identified as necessary component for year two. Additionally, the data pointed out a need to address the social/emotional needs of boys on our campus. Data showed AMES has 212 girls and 229 boys. To support our students, the data shows a need to support our boys specifically. UCLA created a mentoring program under the guidance of Dr. Tyrone Howard to facilitate a mentoring and student support group for boys to foster growth in social and emotional competencies.

In year two , we plan to partner with Growing Educators in 2015-16. Growing Educators will provide professional development in writing. By analyzing student work from the ELA and Math IPA #2, writing was an identified focus for PD.

2. Provide evidence of progress in meeting the needs identified in the original application.

To help address our student needs, the following job-embedded PD was provided this year.

- Fostering Social-emotional Competencies with Second Step, Classroom Management, Management of Routines
- Improving Attendance
- ELD/Master Plan and new ELL standards aligned to the CCSS
- RTI-ELA-Looking at DIBELS data to inform differentiated instruction
- Using Data to monitor instruction
- Close Reading and Questioning
- Math-CCSS and differentiating learning
- Using digital media to enhance teaching and learning
- CCSS Math parent workshops
- CCSS ELA-Writing Process parent workshops
- CCSS-Path to College parent workshops

3. List goals not met in years one through three, including a brief analysis of the reason why these goals were not met.

The professional development for teachers this year centered around CCSS ELA, CCSS math, fostering social-emotional competencies, and building quality parent-community involvement through CCCSS parent workshops. In 2014-15 goals have been partially met and there's room for improvement.

In 2015-16, the percentage of time job-embedded professional development focused on writing instruction will be increased for the coaches to work with teachers, planning to restructure Tier 1 and Tier 2 small group instruction and intervention, revising the student personal learning plan, and going deeper with Project-based learning, a greater percentage of goals should be met.

SIG Form 6—Program Evaluation of SIG Required Components

4. Describe proposed revisions to the approved SIG implementation chart for Cohort 3 Year 2 based on evidence and data from years one through three. Include specific steps planned to successfully implement and sustain the selected intervention model for each school served by the SIG.

Proposed revisions to the approved SIG implementation chart for Cohort 3 Year 2 based on evidence and data from year one include the following:

1. EMO – Year 2 contract to include the following:

- 1 full time Leadership coach-one on one cognitive coaching, demonstration and co-teaching lessons, facilitation of collaborative groups around planning professional development, data-driven inquiry, and lesson study utilizing the framework and ways of working of Adaptive Schools
- Professional Development-to deliver job-embedded PD in math and ELA, unit lesson study, cognitive coaching, adaptive school foundation seminar, leadership coaching in the field, to develop professional learning communities, develop teacher leaders, provide dual-use systems
- University courses and workshops
- Teacher Mentoring
- Parent Partnership-school site institutes and parent and community workshops
- Student Services and Mentoring-Under the guidance of Dr. Tyrone Howard, Faculty Director of Center X, members of the Black Male Institute will facilitate a student support groups for boys identified through the school that might benefit from young, black male mentors, or “near peers.” The student group meets weekly.

2. Provide staff on-going, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program:

- 1 Full time Literacy coach, 1 Full time Math coach. These coaches will support in designing a system for all teachers to reflect and develop Personalized Professional Learning Plans, Personalized Learning Plans for students.
- Contract with Growing Educators for professional development in Years 2 and 3
- Use inquiry-based design to develop more creative and innovative learning projects and products
- In year one, the staff was provided many professional development opportunities, both after school and during the day. PDs on Math Number Strings and the new Fosnot math program have been held in the spring semester. Close reading and questioning PDs have been held this year. Our English Language Arts teachers have

participated in two lesson study opportunities. Our math teachers have participated in one lesson study cycle. Our 4th and 5th grade teachers have attended one PD on the new Integrated Units curriculum. They will participate in the second session of the Integrated Units PD before the end of the school year.

- In year 2, our plans include partnering with Growing Educators to provide our teachers with professional development focused on writing. In looking at the data from our second District Interim Performance Assessments, we discovered that our students need intensive instruction in writing, particularly in writing to explain their thinking and reasoning across all content areas.

3. Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students:

- Develop Personalized Learning Plans for students
- A micro-computer teacher will be contracted for to assist students and teachers in operating software and hardware, as well as to keep technology purchase through SIG functional.
- A Leadership Team was developed to monitor the data on a monthly basis and work with individuals and grade level teams to adjust and drive instruction through use of the data.

In year 2, AMES will hire 2 full-time Instructional Coaches to work collaboratively with general and special education teachers and administrators, program coordinators, and other staff to promote standards-based literacy and numeracy across the content areas aligned to CCSS, using a multi-tiered approach to instruction, including the problem-solving model and appropriate evidence-based strategies to provide access to core instruction and intervention for all students including English learners, standard English learners, socioeconomically disadvantaged students, students with disabilities, and GATE students

Teachers will work collaboratively to develop curriculum for each grade level that is CCSS aligned, project-based and use design thinking to create innovative learning experiences, projects and products. Curriculum development will continue through the school year during bank time, grade level meeting and lesson study.

Teachers will work collaboratively instructional coaches to create personalized learning plans for students.

In year one, instructional time was increased 45 minutes per day. We moved to a departmentalized instructional model in order to allow teachers to focus their teaching on one curricular area. Data was used to place students into strategic groups so as to allow for differentiated Tier 1 teaching and learning. Targeted small group instruction and leveled guided reading instruction was provided by 2 intervention teachers for our Tier 2 students. The math data on page described in on Form 5 is a summary of the results.

Teacher Assistants provide assistance and individualized support to students under the direction of the teacher to close student achievement gap.

Saturday school was offered to 96 third through fifth grade students in a six week Saturday session devoted to using technology to research and share learning collaboratively. This Saturday academy focused on helping the students develop the skills and meet the standards necessary to succeed on the Smarter Balanced State test.

With half of our staff having taught for less than 5 years, in year 2, our instructional model will reflect our commitment to a team teaching/collaborative model which will support all teachers.

We plan to restructure our weekly schedule to provide more professional development opportunities during the school day. Students will receive enrichment instruction in the arts and sciences, simultaneously teachers will participate in CCSS professional development to enhance and improve instruction for all students.

4. Provide ongoing mechanisms for family and community engagement.

In year 1, AMES partnered with UCLA to provide a 10 week series of Math Workshops to support parents in understanding and being better able to help their children with Math. A 4 week language arts series of parent workshops will be completed before the end of the year.

Angeles Mesa ES has partnered with the Los Angeles Urban League to provide Generation X volunteers for our classrooms. These volunteers are funded through the Los Angeles Urban League, not through the SIG, but are in place to support the school. The Generation X program represents a partnership between UCLA (Department of Medicine, Divisions of Geriatrics); the Los Angeles Urban League and principals from several LA Unified School District elementary schools. The Generation X program is designed to enhance the academic and behavioral outcomes for elementary school children at risk for poor academic achievement, while simultaneously enhancing the health and well-being of older adult volunteers who work with them.

The Classroom Support Assistants (CSAs) , funded at no cost through the Urban League, provide a special service to our school separate from the services provided by our classroom teaching assistants. With 20% of our students being in foster care, they are often in need of support from patient and understanding adults. The CSAs are able to spend extra time with those children, thus preventing academic and behavioral problems for these students. Often, the classroom

teacher is unable to spend extended amounts of time with one child, who may need to talk through a problem or issue. Our CSAs, on the other hand, are able to spend the time that is needed for a child to express their frustration, and then get back on track. As a result of our CSAs being able to spend that “one-on-one” time with students, our teachers report that they send fewer students to the office for discipline problems.

In year 2, Angeles Mesa will have CSAs in every K-3 classrooms. Our school has secured funding through the Urban League which will afford us the ability to provide CSAs for all of our primary classrooms. The teachers are excited about having this powerful resource in their classrooms.

A full time **Psychologist** was hired to observe students in the classroom and other settings to determine how they function in multiple settings, and provide formal and informal assessments of students' abilities. The psychologist conferenced with teachers and parents to discuss the academic needs of the students and implement interventions. Through the Student Study Team process and universal behavioral data collection, the Psychologist also screened students to determine appropriate intervention plans based on need, including testing as necessary. Through counseling, classroom-wide SEL interventions, and our school-wide positive behavior support plan, the Psychologist also assisted students who have emotional and behavioral needs that impact their abilities to meet grade level standards.

Student behavior data was reported by teachers using the “Student Risk Screening Scale” (SRSS; Drummond, 1994). The SRSS is a 7-item mass screener used to identify students who are at risk for antisocial behavior. Student Risk is divided into 3 categories: Low, Medium, High.

After an initial assessment of all students, several interventions were put in place. 4th grade was considered at high risk for anti-social behavior. The psychologist presented Second Step lessons in each 4th grade classroom weekly. Students in various grade levels were assigned to group counseling or one on one counseling time with the psychologist. Classrooms and small groups were assigned to Restorative Justice Circles with one of our coordinators.

Mid-year, teachers again assessed the students using the “Student Risk Screening Scale”. All grade levels showed improved behavior, except for 2nd and 3rd grades. Kindergarten showed the greatest improvement in student behavior. 4th grade showed the next largest improvement.

Proposed revisions for Year 2:

- Tier 2 targeted social/emotional interventions for 2nd grade cohort (3rd grade for the 2015-2016 school year)
 - Based on SRSS data, 2nd grade students showed the largest decline in behavior.
- As overall behavior improved by 5% as measured by SRSS data, it is proposed that the school-wide positive behavior plan continue but is modified based on teacher feedback at the end of the year. This school-wide plan includes all staff recognizing preferred student behaviors with “Angel Wings”. Student names are announced over the PA system on Monday mornings and students are rewarded by a prize of their choice (positive note home from the principal or teacher, making the Angel Wing announcement the following week, passing out Angel Wings at one recess during the week).
- A “Second Step” kit for each classroom to support every teacher in implementing social/emotional learning on at least a weekly basis.
- Utilize the Devereux Student Strengths Assessment (DESSA), in conjunction with the SRSS assessment, to focus on student strengths and resilience. Students who are determined to be at-risk are seen by the psychologist, either in small groups designed to meet student needs, or one-on-one.

In year 2, Angeles Mesa will engage the community in two family nights, one in literacy and one in math. We will continue to fund a full time **PSA counselor, psychologist and Nurse**. We will also fund a 3 day a week **Psychiatric Social Worker** out of Title 1 funds who will focus on addressing the social/emotional needs of our students.

SIG Form 10.3 - Restart Implementation Chart for a Tier I or Tier II School

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Angeles Mesa Elementary School				
Required Components	Strategies	Start & End Dates (MM/YYYY)	Oversight	Description of Evidence
Fulfill all California requirements for converting to a charter school (if applicable).				
N/A	N/A	N/A	N/A	N/A
III-SIG 21: Create a locally-determined rigorous review process for the purposes of selecting a CMO or an EMO.				
	<p>Angeles Mesa and the LAUSD looked closely at the track record of the applicants who applied to serve as an EMO for Angeles Mesa. UCLA Center X has been serving a number of low-performing schools since July, 2008 and has delivered strong results. In 2009, UCLA Center X Partnerships began working with Partnerships for Los Angeles Schools (PLAS), the non-profit organization associated with the Mayor's office.</p> <p>UCLA Center X is currently working with Stevenson Middle School, Clinton Middle School, and East Valley High School. All of these are historically low-achieving urban schools. The middle schools' API increased an average of 80 points between 2009/10 and 2012/13. East Valley High made a 34 point gain over the same period. Students who scored at proficient or advanced increased in all schools. For both staff and students, the 96% attendance rate increased, with the most dramatic increase at the high school level.</p> <p>LAUSD closely examined the strength of the senior leadership at UCLA Center X to determine whether it would fulfill Angeles Mesa's needs in the following areas: improvement of instructional delivery, measurable academic improvement, and quality parental involvement. They focus on supporting the whole school based upon the specific needs of the school.</p> <p>As an educational institution and teacher training center, UCLA Center X has been delivering Common Core professional development to the general teacher population. They will arrange ongoing professional development targeted to meet Angeles Mesa's unique needs, based upon teachers' familiarity and comfort with Common Core Standards.</p>	<p>Begin 07/2014 End 06/2017</p>	<p>LAUSD, Instructional Director, Principal, School Staff</p>	<p>Center X will provide professional development for all staff, including support staff, to deepen knowledge and delivery of rigorous, CCSS-aligned instruction.</p> <p>Evidence of the efficacy of this professional development will be seen in the participation of all adults in quality instruction of students.</p> <p>Evidence that the program has fulfilled its goal of building sustainably self-directed and effective educators will be that there will be less need for instructional coaching, transitioning instead, to a consulting model by year 3.</p> <p>Evidence that the program has fulfilled its goal of deepening the staff's understanding of Common Core Standards and their</p>

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Angeles Mesa Elementary School				
	<p>Instructional Coaches who are proven teacher leaders from the California Writing and Math projects are carefully paired with the school, according to the level of need, with the intent to build self-directed, resourceful, and effective educators who are capable of sustaining these traits throughout their careers.</p> <p>Additionally, Professional Learning Partners work with parents and teachers through the Parent Project to increase both parent knowledge of curriculum and effective communication between parents and teachers.</p> <p>UCLA Center X proved that it has the plan, the proven track record, and the leadership team to successfully mentor Angeles Mesa through the restart model.</p> <p>Year 1: UCLA made changes to the Scope of Work offered to Angeles Mesa. They are able to provide one Math Coach for a total of 30 days. They are able to provide one Literacy Coach for a total of 10 days. Four New Teacher mentors will be provided for 12 days. 7 days of School-site Institute PDs will be provided. Angeles Mesa parents will be supported with 48 hours of Parent/Community Workshops and 4 days of Parent Coaching. UCLA will provide Leadership Training in the form of Adaptive Schools Training and Cognitive Coaching</p> <p>Year 1: Complete</p> <p>Year 2: Will continue and add 2 FTE District Instructional Coaches</p>			<p>ability to deliver rigorous instruction will be an increase in writing and math fluency from the initial Smarter Balance field test results to the Spring 2017 assessment.</p> <p>Evidence that the Parent Project component has fulfilled its goals will be increased parent/guardian attendance at academic-based school functions such as Back to School Night, Open House, family based math, literacy and science nights, and Parent Conferences. At least 50% of parents will respond to the annual school survey (up from 17% in 2013).</p>
III-SIG 22: Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.				
	<p>The new Angeles Mesa Elementary School will continue to serve grades PreK-5th. All currently enrolled students and those living in the area will be offered a place in the upcoming school year. If a family chooses not to send their child to the new school, they can ask LAUSD to create an "opt-out plan" for a place at another LAUSD school.</p> <p>Year 1: Completed</p> <p>Year 2: Will continue</p>	<p>Begin 08/2014 End 06/2017</p>	<p>LAUSD, Principal, Director, Instructional Coach, EMO</p>	<ul style="list-style-type: none"> • School enrollment records • Parent requests for opt-out plans and evidence of opt-out plans

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Angeles Mesa Elementary School				
III-SIG 23: Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.				
	<p>The MOU between LAUSD and UCLA Center X holds LASSC accountable to the LAUSD Board of Education to meet the defined five goal areas of the LAUSD Performance Meter. Annually, UCLA Center X will submit a report on the performance of the school to the LAUSD board and superintendent. If the school is not meeting its annual targets, UCLA Center X and LAUSD will work together to alter strategies as necessary. If the school does not substantially achieve the performance metrics in three years, the district and school can terminate the relationship with LASSC. However, the superintendent can take action at any time if the academic situation requires more urgent attention. Create periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if deemed ineffective. Provide additional support and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure the english learner students acquire the english proficiency skills necessary to master academic content within a certain time period.</p> <p>Year 1: Complete (data pending)</p> <p>Year 2: Will continue</p>	<p>Begin 08/2014 End 06/2017</p>	<p>LAUSD, Principal, Director, Instructional Coach, UCLA Center X</p>	<p>MOU between LAUSD and UCLA Center X</p>

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Angeles Mesa Elementary School				
VI-SIG 30: Optional Component				
II-SIG 14: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program.	<ul style="list-style-type: none">• Institute a system for all teachers to reflect and develop Personalized Professional Learning Plans. This will occur monthly throughout the academic year during bank time. ***PD's will be held for teachers on the use of MyData during extended Learning time.• Provide release time for teachers to meet, conduct classroom visitations or mentor.• As part of the summer training institute, Angeles Mesa teachers will be provided with a PD to continue to integrate AEMP strategies throughout the curriculum in the areas of Culturally Relevant and Responsive Pedagogy Mainstream English Language Development to support the SELs that comprise 25% of the student population. Reference materials that support AEMP strategies are needed to expand the professional learning library.• Conduct and refine ELD Practicum training to increase the reclassification rate of English Learners. Teachers will review how to differentiate instruction based on ELD levels, use of Thinking of Maps, SDAIE and Task-Based Language Learning. For teachers who have not been trained sub days will be provided. Reproduction cost for materials will be an added factor.• Train teachers to implement Response to Instruction and Intervention school wide.• Train teachers during the summer and throughout the school year to utilize the Personalized Learning Plan for each student to ensure an increase in the proficiency rate.• During the summer training week, Angeles Mesa will deliver professional develop professional development to the teachers designed to Increase the proficiency rate through the continued use of data by training teachers on the use of My Data as a tools to monitor students’ progress and modify instruction. <p>Year 1: Complete (Except for the teacher Personalized Professional Learning Plans and the student Personalized Learning Plans).</p> <p>Year 2- Will continue (focus on writing in partnership with a contracted agency, Growing Educators. Will also include the Personalized Professional Learning Plans and the student Personalized Learning Plans).</p>	Begin 08/2014 End 06/2017	ISIC Director; Principal; APs; Coordinators; Instruction Coaches; Dept. Chairs; Teacher Mentors; Teachers; PLCs	Agendas; Sign-ins; Class Observations; Lesson Plans; PD Feedback and Reflections; Personalized Professional Learning Plans; Student Personalized Learning Plans

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Angeles Mesa Elementary School				
II-SIG 17: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	<ul style="list-style-type: none"> • Data team will monitor the data on a monthly and/or bimonthly basis and will work with individuals and grade level teams to adjust and drive instruction through use of the data. • A Problem Solving Data Coach will develop a process that utilizes all resources within the school to create single well-integrated system of instruction and intervention informed by student outcome data. • 2 Intervention Teachers are needed to implement Rtl intervention that supports the core program while providing targeted assistance to students. • Leadership Team will monitor the data on a monthly basis and work with individuals and grade level teams to adjust and drive instruction through use of the data. • Problem Solving Data Coordinator is needed to provide support in using a process that utilizes all resources within the school to create a single well integrated system of instruction in intervention, informed by student data outcome. **** Analyze student data to assess school, grade-level and individual student academic needs. *** Assist teachers in analyzing student data to inform instruction. Conduct professional development to teachers how to utilize student data to raise student achievement • Full-time Intervention Support Coordinator to implement Rtl intervention that supports the core program while providing targeted assistance to students. • Information System Support Assistant will assist students and teachers in operating software and hardware, as well as keeping technology purchased through SIG functional, and provide professional development to teachers on latest technology. This position will be contracted out to STAR Inc., a California non-profit corporation with a proven record for providing quality personnel and programs to the LAUSD. • Develop curriculum for each grade level that is project-based and CCSS aligned. Curriculum development will continue through the school year during bank time, grade level meeting and lesson study. 2 full-time Instructional Coaches to work collaboratively with general and special education teachers and staff. • Purchase smart boards to enhance our teachers ability to create diverse lessons for students which will provide differentiated instruction in all content areas. <p>Year 1: Complete (except Data Coach position not filled, Smart Boards not purchased.)</p> <p>Year 2: Will continue (Data Coach position will not be filled - the Problem Solving Data Coordinator will take on the responsibilities of the Data Coach.)</p> <p>Smart Boards funds to be repurposed.</p>	Begin 08/2014 End 06/2017	Principal; APs; Dept. Chairs; Coordinators; Teachers. Coaches	Agendas; Sign-ins; Common Formative Assessments; Common Summative Assessments; LAUSD Periodic Assessment; Student Work/data

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Angeles Mesa Elementary School				
II-SIG 18: Establish schedules and implement strategies that provide increased learning time.	<p>Enrichment and intervention: Instruction includes but is not limited to: small group instruction based on the grade level standards that are not mastered, leveled reading practice for students to increase their fluency level to meet grade level benchmarks, and grade levels tier their students (Tier 1, 2, 3) so students receive targeted instruction. Tier 1 students receive enrichment activities; Tier 2 and 3 students were instructed using supplemental materials to provided targeted support. <u>Instructional time will be increased 45 minutes per day.</u> Teacher Assistants are needed to provide assistance and individualized support to students under the direction of the teacher closing the student achievement gap.</p> <p>Teacher Collaboration: A substitute teacher is provided to each grade level teacher to allow grade levels to meet one whole day a month, where they plan lessons, collaborate on curriculum, discuss student achievement, and examine student data to drive instruction. Professional development during the summer is provided for teachers at 6 hours a day for 5 days focusing on instructional strategies, EnVision Math program, RTI, Personalized Learning Plans for students, CCSS and MyData for progress monitoring.</p> <p>Amount Increased: 15 hours per month, 60 hours on Saturdays. Contracted Services are used to supplement the arts curriculum. The <i>Why Can't We Make A Difference</i> Program provides classes in art, music, drama, and other enrichment content to all students during the school day.</p> <p>Year 1: Complete Year 2: Will continue</p>	Begin 08/2014 End 06/2017	EL Coord. Interv. Coord. Inst. Coach Principal	ELD walkthroughs AEMP CWT informal Walk Throughs Saturday School attendance rosters, pre- and post tests

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Angeles Mesa Elementary School				
II-SIG 19: Provide ongoing mechanisms for family and community engagement.	<ul style="list-style-type: none"> • Conduct two Saturday events to engage the community with school activities. These events will involve committees made up of all stakeholders coming together to plan events that showcase the school and the students, provide information about community services, facilitate faculty, student, family and community interactions. • Provide parent workshops and other learning opportunities either directly or through educational alliances. Parents will be able to utilize our Parent Center for community meetings, workshops and trainings. • Angeles Mesa will partner with the UrbanLeague and Cornerstone Church to conduct training for parents to assist AMES in the classrooms as tutors and teacher assistants, on the playground as supervisors, and on curricular trips as chaperones. • Provide open communication and involvement with the school community through newsletters, flyers, emails, the Connect ED phone system, as well as parent teacher conferences, Back to School Night, Math and Literacy Night, Science Evenings with USC's Iridescent Science Program and afternoon Academic Fair • PSA counselor is needed to develop and monitor individualized student attendance plans, individual and group counseling, parenting groups/workshops, and home visits • Involve parents in the effort to increase student achievement by encouraging participation in CEAC and ELAC training committee members so they can advise principal on budget resources and help develop effective programs for raising the achievement of disadvantaged students. 	Begin 08/2014 End 06/2017	Principal; APs; Dept. Chairs; Coordinators; Teachers; Parent Community Representative	Agendas; Council Sign-ins; Coffee w/Principal Sign-ins; School Newsletter; Parent Center; Calendar; Marque; Blackboard Connect Messages; Purchase Order; Workshops; Contract; Sign-ins
	<ul style="list-style-type: none"> • Psychologist to observe students in the classroom and other settings to determine how they function in multiple settings, and provide formal and informal assessments of students' abilities. Will conference with teachers and parents to discuss the academic needs of the students and implement interventions. • Campus Aide for three hours daily is needed to ensure safety on the yard and reinforce Positive School-wide Behavior Plan • Nurse - will be used and available to screen all students for health issues and concerns as well as be available treat students with ongoing medical conditions that require daily monitoring. The nurse will also offer education and trainings to students, teachers, and parents on how to develop healthy lifestyles and positive attitudes which will help to improve student attendance and positively influence student achievement. Year 1: Complete (except for Science Evening with USC and academic fairs) Year 2: Will continue (There will be no partnership with Cornerstone Church and USC Science.) 			

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Angeles Mesa Elementary School				
II-SIG 20: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<p>The LAUSD SIG Office will:</p> <ol style="list-style-type: none"> 1) oversee the implementation of the school plans; 2) provide resource and technical support throughout the grant, along with monitoring and overseeing the ongoing evaluation; 3) provide expert guidance and PD to support the curriculum and instruction, evaluate school performance against established SIG achievement goals 4) set benchmark data dates and gather and analyze report data 5) offer actionable recommendations for necessary changes and monitor the SIG budget implementation for each school. <p>Year 1: Complete Year 2: Will continue</p>	9/2014 - 6/2017	Chief, Division of Intensive Support and Intervention	Agendas, sign-ins, school visit logs, communication (emails, website)

SIG Form 4—Annual Student Achievement Goals in English-Language Arts/Reading

LEA Name	Los Angeles Unified School District				
School Name	Audubon Middle School and Gifted Magnet Center				
CDS Code	19 64733 6061394				
Schoolwide, Grade Level, or Sub-group	English-Language Arts (ELA)/Reading Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
6, 7, 8	SRI – Scholastic Reading Inventory (ELL)	N/A	50%	89%	95%
Grade 6	ELA CST/ Periodic Assessments	36.3 %	44%	45%	50%
Grade 7	ELA CST/ Interim Assessment	39%	43%	45%	50%
Adv./Early Adv.	CELDT Overview Increase	30%	37%	49%	53%
Intermediate	CELDT – Decrease	30%	30%	20%	15%
Beginning	CELDT – Decrease	13%	25%	10%	8%
7	CAPA / ELA	36%	50%	83%	100%
8	CAPA /ELA	34%	50%	100%	100%
8	College Board PSAT (212/236) participation	0	25%	89%8	95%
6	ELA – Writing Strategies/ Diagnostics	46.3%	50%	53%	62%
Analysis					
<p>AMS supports a culture of learning ELA Increase for all students - (35 minutes increase for ELA and 35 minutes increase for Math) Audubon instituted a bell schedule that increased all ELA and Math classes from 55 minutes to 63 minutes for all students. This extended schedule has led to an increase in continuity of instruction, and improvements in teacher classroom practice for instructional practice, practical application and re-teaching.</p> <p>Audubon experienced growth in all areas as a direct result of the SIG intervention and enrichment measures in place during the 2014-15 school year. These measures include the CELDT Preparation Bootcamp and the EL Learner</p>					

Los Angeles Unified School District
Audubon Middle School

Academy and the SRI Reading Academy (Saturdays – Fall and Spring). Students will continue to gain enrichment opportunities beyond the ELA Classroom with the addition of Content ELA electives in the instructional day. Additional project based learning opportunities and exposure fieldtrips have been identified to support the ELA writing strategy targets indicated in the single plan for achievement and the modified block for ELA and Math classes supports the analysis of data, the integration of intervention strategies and instructional technology for all students. All Core academic teachers are reviewing data with the instructional coaches in their observation cycles and common planning conference to collaboratively determine grade level and department student achievement goals. AMS implemented an ELA multi-tiered system of support to provide targeted instruction and intervention in class and beyond the bell. Teachers were provided the opportunity to complete CCSS Socratic Seminar conferences, Supporting the Needs of English Learners and Differentiated instruction. Classroom coaching around the writing cycle was implemented this school year by the Instructional Leadership Team members in all ELA. Calibration of student work and collaborative teacher work sessions provided opportunity to discuss and agree upon ELA school wide strategies and objectives.

SIG Form 5—Annual Student Achievement Goals in Mathematics

LEA Name	Los Angeles Unified School District				
School Name	Audubon Middle School and Gifted Magnet Center				
CDS Code	19 64733 6061394				
Schoolwide, Grade Level, or Sub-group	Mathematics Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
Math 6	CST/ LAUSD Periodic Assessment	27%	N/A	67%	70%
Math 7	CST/ LAUSD Periodic Assessment	4%	N/A	42.67%	70%
Algebra 1 (7 th grade)	CST/ LAUSD Periodic Assessment	44%	N/A		
Math 8	CST/ LAUSD Periodic Assessment	8%	N/A	55.9%	70%
Algebra 1 (8 th grade)	CST/ LAUSD Periodic Assessment	24%	N/A		70%
Geometry (8 th grade)	CST/ LAUSD Periodic Assessment	84%	N/A	13.5%	N/A
7, 8	UCLA Math Diagnostic Pre Test	N/A	45%	35.14%	70%
7, 8	UCLA Math Diagnostic Post Test	n/A	45%	40.25%	75%
8	College Board PSAT - Participation	N/A	50%	89.83% Participation	100%
8	PSAT /National Merit Index Score above 75	0	50%	93% Index	95%
8	CAPA Math – Level 1 and Level 2	73%	80%	100%	100%
7	CAPA Math – Level 1 and Level 2	67%	80%	100%	100%
Analysis					
At Audubon MS the Mathematics Department has had four significant adaptations from last year (2013-2014) to this year (2014-2015). These transformations include continuity of staffing across the grade levels, increased student participation, increased student engagement, and the incorporation of two Math Instructional Coaches.					

Los Angeles Unified School District
Audubon Middle School

Four Transformations occurred to facilitate increase in Math Student Achievement Goals:

1. This year marked the first year in four years that the department did not experience teacher turn-over in the Math Department (0%), which allowed for a complete implementation of the Common Core shift. In each Math classroom across grades 6 - 8, teachers consistently aligned unit plans to the Common Core Standards, the essential questions, the mathematical practices, and student exploration/collaboration. This reason for this continuity is based on a specialized training that has been offered by Core Waiver and QEIA to ensure Audubon has a staff of highly-qualified teachers as designated by the State of California. The SIG Grant and the extended learning opportunities provided has served as an attractive incentive for teacher interested in working at Audubon, increasing the pool of talent during hiring and recruitment.
 - a. To evidence the significance of staffing continuity, we can look to the specific increase in the seventh grade MDTP results. From the pre-test to mid-year test, there was a 2.93% increase in the 6th grade, a 6.45% increase in the 7th grade, and a 3.77% increase in the 8th grade. The 7th grade data shows the greatest increase. This data is significant because for the past four years at Audubon, our 7th grade class scores the farthest below grade level on the CST. However the SY 2014-15 this year marks the first year in four years that there has been continuity of instruction. There are no first-year teachers in the Math Department this year. The Math Department has fully implemented Common Core Standards and Mathematical Practices in all math class across the year.
 - b. As explained by the Mathematics Diagnostic Testing Project, "MDTP's primary goal is to help California's teachers prepare students for success in further study of mathematics by identifying strengths and weaknesses in their students' conceptual understanding and procedural skills. MDTP is an intersegmental educational project in California that develops, distributes, scores, and reports the results of tests that measure student readiness for mathematics courses from pre-algebra to calculus. MDTP provides scoring services for California's schools and outreach programs."
2. The second significant change this year includes increased student participation and collaboration in each classroom, as the students find relevance in math practices through math lessons to their real-world contexts. Throughout the school year, students have voluntarily participated in STEM field trips, Pi Day celebrations, and an Enrichment Saturday Math Camp.
3. An increase in student engagement during instructional time, as all Math teachers have participated in departmental Professional Development where they learned and implemented data-based strategies and determined department-wide SMART goals. These goals include 100% participation in performance tasks, graphic organizers, and exit tickets; they are monitored and evaluated with fidelity by the two Math Instructional Coaches throughout the school year.

- a. To evidence the increase in engagement, we can look to how we successfully closed the gender achievement gap in the graduating class of 2015. Out of the 202 students participating in the PSAT, 11 students scored a 40 or above. The mean score for all students was a 30.2 out of 80, which is a 37.75% proficiency on a high-school level test. In the SY 2013-2014, the same class of students averaged a 27% on the CA CST. This is a 10.75% increase in proficiency. The mean score for females was 30.4 and the mean score for males was 30.1. The females out-performed the males by 0.3 points. This data is significant because in the SY 2013-2014, that same class of students had a 7% gap between the genders on the Grade 6 Math CST with the males out-performing the females.
4. The two SIG funded Instructional Math Coaches facilitated Professional Development with our EMO (UCLA) during 9 completed SIG Funded PD Saturdays for extended professional learning beyond the QEIA and Investment /REED required hours.

SIG Form 6—Program Evaluation of SIG Required Components

1. Briefly describe implementation of the SIG Required Components **in year one**. Describe progress made in implementing the selected intervention model and include a statement describing the greatest implementation challenges and strategies used to overcome the challenges.

Operation Progress:

- Bell Schedule change to reflect additional 30 minutes (Extended Day)
- Unanimous support by Faculty to complete the required SIG funded Saturday Extended Professional Learning in partnership with EMO- UCLA (9 Saturdays – 5 hours per Saturday).
- Instructional – Math and ELA Instructional Goals developed by department. Two (2) Math Instructional Coaches (Elem /Secondary) were hired and facilitated school wide PD and full implementation of CCSS alignment to classroom practice.

Intervention Progress:

- Afterschool Academic Enrichment Program Completed
- Saturday Math Camp Enrichment Program (April/May 2015)– Completed
- Summer Bridge Implemented (July 2014)
- Instructional Leadership Team Established
- 9 Saturdays of Prof. Dev. Completed
- PSA/ CCSS / Parent Awareness Trainings completed.

Social Emotional Progress- All social emotional supports in place

- Full time School Psychologist/PSW/Counselor/ Nurse
- Counseling groups formed and impact reports developed to measure the positive impact on the school-wide services.

2. Provide evidence of progress in meeting the needs identified in the original application.

Significant evidence of progress has been noted in measurable assessment data, increased student engagement, and school wide increase in student and teacher participation in classroom activities, academic opportunities, and extra-curricular opportunities across all student demographics. Audubon has specifically identified increased proficiency in EL student progress (CELDT and SRI), Mathematics (UCLA Diagnostics, Interim Assessments, Grades, and PSAT performance scores) and ELA full implementation of CCSS and student exposure to improved classroom practice.

Leading Indicators: Evidence/Data Packet

1. Instructional Minutes – Increased – Bell Schedule- Additional 30 minutes

To support the instructional minutes an emphasis on specialized professional development trainings has resulted in Professional Development Completion Rates – 98%– 45 teachers, 3 administrators – Complete SIG – 25 Hours Series Component/ QEIA – 40 Hours / Investment REED School 20 hours

2. Student Participation Rates – Student participation rates have increased in all areas including academic opportunities, extra -curricular, social emotional, and community service as a direct result of the SIG.

- For example, 2015 Current SBAC participation is confirmed 99.3% - As of 4/24/15 6th Grade and 8th grade.
- The Current CST Science participation is 98% as 5/8/15.
- Student Participation on the PSAT (Oct. 2014) is at 93% (8th Grade only including all sub groups and SWD.)
- Increase in Student participation in Intervention and Enrichment Math Camp/ English Learner Camp, and Intervention on Saturdays.
- 47 students Identified to Intellectual Ability in the regular school to increase enrollment in SAS program – tested GATE through LAUSD (Spring 2015). 0% tested Spring 2014.

4. **Attendance Rate Increase** – now meeting the district required 96%, up from 94% 2011.

6. **Decrease in Suspension Data 98.3%** (93% Decline in Suspension 2014-15 + 5.8% decrease) = 98%

7. **PSA** implemented SART/SARB program to facilitate operational plan for addressing Truants

8. **11 new teachers** evaluated by the Teacher Educator Growth Development Cycle (TGDC)

9. **Teacher Attendance Rate** – increased to 93.1% (2 teachers did not meet).

3. List goals not met in years one through three, including a brief analysis of the reason why these goals were not met.

All goals for Audubon MS - Year One of the School Improvement Grant have been met by student achievement and teacher participation measures. Audubon expects to fully complete the goals identified for Year Two of the grant including:

- 25 Hours Summer Professional Development – Facilitated by UCLA scheduled for Summer 2015
- Completion of the Adaptive Schools Training for the Instructional Leadership Team
- All positions will be hired – Additional PSA and Intervention Teacher

4. Describe proposed revisions to the approved SIG implementation chart for Cohort 3 Year 2 based on evidence and data from years one through three. Include specific steps planned to successfully implement and sustain the selected intervention model for each school served by the SIG.

The Audubon enrichment and intervention programs implemented in 2014-2015 as a direct result of the SIG grant will sustain the continuous cycle of improvement of our instructional outcomes and student achievement. The professional development this year was foundational for core understanding of the Common Core Standards Based initiative. The collaborative work of the faculty will continue and will make further progress with the addition of the instructional technology in the 2015-2016, the continued UCLA instructional coaching, and commitment to continue professional growth.

Addition of a PSA – to meet the rising Social Emotional needs of students and increase in Foster Care Student enrollment. Audubon school needs, increase in foster care students have required a need for a second a PSA – part time. Our itinerant PSA is currently funded by the Investment Reed Initiative.

SIG Form 10.3 - Restart Implementation Chart for a Tier I or Tier II School

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
Required Components	Strategies	Start & End Dates (MM/YYYY)	Oversight	Description of Evidence
Fulfill all California requirements for converting to a charter school (if applicable).				
N/A	N/A	N/A	N/A	N/A
III-SIG 21: Create a locally-determined rigorous review process for the purposes of selecting a CMO or an EMO.				
Step 1	Audubon MS reviewed EMO providers that already have an MOU with LAUSD, based on schools serviced, evidence of effectiveness, and the demographics of student populations represented at service school. Year 1 - Completed Year 2 - Will Continue	Jan. 28, 2014 - Feb. 5, 2014	Principal, UTLA Chair, AMS Leadership Team, Local School Leadership Team	List of EMO partners/ SIG Website/ Faculty Mtg Agenda 1/28/14
Step 2	Audubon MS faculty agreed on a Audubon SIG team (AST) to review collected information, make recommendations and develop a process for full disclosure with Faculty, SSC, ELAC, and LSLC. The AST was comprised of the Principal, UTLA Chair, Instructional Specialist, Title One Coordinator, and elected faculty representation from the SSC and LSLC. The AST participated in the evaluation process as well as all public and faculty meetings. *Note: The AST was implemented as the ILT Instructional Leadership Team Year 1 -Completed Year 2 - Will continue	Jan. 28, 2014 - March 31, 2014	(Principal) Young, (UTLA) N. Freeman, (IS) - J. Avila, (SSC Reps) - Ayala, Williams, Willock, Fields, (LSLC Reps) - Ware, Parkes, Tijani (EL/SPED) Reps Ortega	Meeting Agendas/ Evaluations / Faculty Questions - FAQ sheet prepared
Step 3	AST members met initially with three potential EMO partners and contacted schools serviced by the respective EMOs: City Year, USC, Green Dot, and Urban League. Schools contacted: included Mendez Learning Center, San Pedro High School and Clinton Middle School. Year 1 - Completed Year 2 - Will continue	Feb. 5, 2014 - March 5, 2014	AST Members	Sign Ins

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
Required Components	<p>AST's EMO selection criteria included the ability of the EMO to provide the following:</p> <ul style="list-style-type: none"> * Facilitate researched based instructional strategies with documented success that supports current LAUSD teacher effectiveness measures. <ul style="list-style-type: none"> • Provide staff with ongoing high quality professional development that has practical classroom application • Integrates instructional technology into the PD to support our transition w/CCTP • Support instructional strategies for struggling students and students w/disabilities • Provide Cross Curricular instructional strategies (support all content areas) • Support teachers in ongoing analysis of student work • Provide feedback measures to increase student achievement • Provide educational enrichment opportunities for teacher growth beyond classroom activities (able to support staff social/emotional domain) • Develop leadership capacity of current staff and strengthen knowledge base of CCSS aligned curriculum <p>Year 1 - Completed Year 2 - Will Continue</p>	Start & End Dates (MM/YYYY)		Description of Evidence
Step 4		Feb. 14, 2014 - Feb. 26, 2014	AST Members	Sign- ins / Evaluations Meeting Notes EMO Partnership materials
Step 5	<p>AST also reviewed the EMO capability of the following institutions:</p> <ul style="list-style-type: none"> • UCLA Anderson School of Business - AST reviewed the organizational management programs • UCLA Center X is widely known for content specific curriculum expertise. • UCLA School Management Program (SMP) focuses on building the capacity of school communities to maximize learning. UCLA no longer has this program available. <p>AST will seek partnerships to support quality professional development series, ongoing feedback and classroom observation, and social emotional teacher support enhancing student engagement each semester.</p> <p>AST/ UCLA will form a specific MOU to address specified criteria and needs of the faculty, establish a timeline of service, and agree on the measures and systemic review of effectiveness. Determination of an EMO was made by consensus (consistent with the decision making policies of local school leadership council at Audubon). Other factors in final decision include ability to provide scope of work, instructional expertise, and geographic proximity to the AMS site for providing regular service.</p> <p>Year 1 - Completed Year 2 - Will Continue</p>	Feb. 24, 2014 - Feb. 26, 2014	AST Members/ EMO - UCLA Partner	EMO Mission Stmts EMO Contract Services EMO Timeline EMO MOU w/LAUSD

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
Required Components Step 6	Establish a MOU with EMO Partner and submit to SIG Office Year 1 - Completed Year 2 - Will continue	Start & End Dates Feb. 26, 2014 - Feb. 26, 2014 Feb. 26, 2014	AST Members/ EMO - UCLA Partner / LAUSD	Description of Evidence MOU with Audubon MS
III-SIG 22: Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.				
Enrollment	<ul style="list-style-type: none"> Students currently enrolled at Audubon (location code 8028) will be automatically re-enrolled under the Restart school. Students who do not wish to continue attending Audubon MS can opt out under the LAUSD options school of choice. Students enrolled in the Gifted Magnet Center will continue attending Audubon MS Gifted /High Ability Magnet Center (location code 8029), new students who desire to enroll in the Gifted Magnet Center must meet the requirements set forth by the student integration office and complete the annual LAUSD Choices brochure. Grade levels 6, 7, and 8 will continue at Audubon MS. Year 1 - Completed Year 2 - Will Continue	July 2014 - July 2017	AMS Attendance Office LAUSD Integration	LAUSD Choices Brochure AMS Enrollment Packet

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
III-SIG 23: Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.				
	<p>The MOU between LAUSD and UCLA Center X holds UCLA Center X accountable to the LAUSD Board of Education to address the defined five goal areas of the LAUSD Performance Meter. Annually, UCLA Center X will submit a report on the performance of the school to the LAUSD board and superintendent. If the school is not meeting its annual targets, UCLA Center X and LAUSD will work together to alter strategies as necessary. If the school does not substantially achieve the performance metrics in three years, the district and school can terminate the relationship with . However UCLA Center X , the superintendent can take action at any time if the academic situation requires more urgent attention.</p> <p>UCLA as an EMO partner will assist Audubon MS in achieving the following goals –</p> <ul style="list-style-type: none">* ELA proficiency for all students grades 6-8 and improvement in all sub groups* Math proficiency for all students grades 6-8 and improvement in all sub groups* Increased social/emotional well-being reflective of improved classroom learning and increased student achievement as measured by attendance increase, suspension decrease, and participation increase in intervention and enrichment activities.* Strategic professional development by fostering improved delivery of instruction and better student engagement in every classroom on Audubon's campus. The leadership and instructional council have agreed to the submittal of Professional Development records by all faculty members demonstrating completion of 40 additional hours during the school outside of school hours toward their individual commitment to CCSS instruction and professional growth. <p>Year 1 - Completed</p> <p>Year 2 - Will continue</p>	Aug. 2012 - June 2017	Administration LSLC / EMO -UCLA Dept Chairs / Inst. Coaches ESC West Content Experts	School Report Card SPSA School Performance Meters Smarter Balance Practice Test. Suspension Data Attendance Data Student Report Card Periodic Assessments

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
VI-SIG 30: Optional Components				
Components	Strategies	Start & End Dates (MM/YYYY)	Oversight	Description of Evidence
II-SIG 14: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program.				
	<p>•Audubon MS identified a need to implement consistent professional development practice to address lesson planning, collaboration, calibration of student work, and authentic teacher reflection of classroom practice. Audubon MS and UCLA will determine additional instructional goals and participate in ongoing review of data.</p> <p>UCLA's Scope of Work will include: Content experts will provide direct instructional support to all faculty members through:</p> <p>-Professional Development Summer Institutes in Summer 2014, 2015, and 2016 with a (5 day) institute and (1 day) during Winter Break and (1 pupil free day) during spring break for a total of 7 days of professional development, lesson planning, individual coaching/classroom support.</p> <p>-Instructional Cognitive Coaching – monthly school support and classroom visitation by content expert coaches from Center X Subject matter programs (ELA/Math/History/ Science).</p> <p>-Instructional Coach hired by UCLA to facilitate and coach the instructional leadership (the new academic structure) at Audubon MS by providing direct instructional support to the administration and the team members provided by the Math Coach, ELA Coach, and Elementary Coach for the six grade PLC for targeted school wide support of classroom practice.</p> <p>-Additional Professional Development Registrations - The MOU will provide opportunity for teachers to register and participate in other professional development opportunities at the UCLA campus to enrich, teach, and expand the professional growth of our teachers.</p> <p>Audubon will retain the Instructional math coaches (2) to support instructional improvement. Audubon is planning to have an Instructional Technology (1 Coach) for a total of three instructional coaches. UCLA is supporting the school and ILT with one instructional leadership coach.</p> <p>Year 1 - Most Completed -(PD Summer 2014 institute did not take place).</p> <p>Year 2 - Will Continue.</p>	Feb. 26, 2014 - July, 2017	UCLA Principal ESC West Instructional Director SIG Oversight Office - LAUSD	AMS Instructional Plan Single Plan for Student Achievement QEIA School Review School Performance Meter Annual School Report Card

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
Required Components	<p>Direct Instructional Support for AMS students and teachers: Instructional support will include (2) site based Instructional Coaches (1 Elementary 1 Secondary Math) to further support the implementation of Common Core, to provide peer coaching and professional development to all 6th grade teachers and all math teachers. Each coach will teach one demonstration period each addressing achievement goals identified in SPSA. Coaches will be guided by the UCLA Instructional coach, in facilitating cognitive reflection of classroom practice for all teachers at Audubon MS.</p> <p>(1) Micro Computer Support Assistant to provide instructional technology across subject areas and to promote relevant standards based instructional activities which utilize technology components and foster student engagement.</p> <p>(2) Elementary enrichment teachers (multiple subject) to support the Boys Uplifted (gender specific) self contained classes for grades 6 and 7 as a personalized learning community. In addition to core content they will have intervention and enrichment within their school day.</p> <p>(3) Secondary teachers - 2 Intervention teachers to to support Math and ELA Intervention courses across grade levels and (1) Enrichment teacher for Art/dance/ Music as our current facility has the designated spaces already in plan. All teachers will incorporate the Science, Technology, Engineering, Arts, and Mathematics model of instruction.</p>	Start & End Dates (MM/YYYY)		Description of Evidence
		Jan. 2014 - July 2014 August 2014 - June 2017	Administration Instructional Council	Master Schedule Class Programs Afterschool Tutorials Interventions

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
Required Components	<p>* Strengthen the grade level personalized learning communities by employing contiguous space, coordinated grade level electives, specific grade level enrichment opportunities, uniform designations, grade level teacher cohorts, universal classroom practice of instructional strategies to foster student engagement, purposeful student grouping, and inquiry based lesson activities.</p> <p>* Develop systemic opportunities and partnerships to allow the coordination of specific student groupings to reinforce academic, social and emotional support for all students.</p> <p>* Implement fully functioning PLCs utilizing the grade level cohorts (staffing, interventions, electives, enrichment, and curricular trips) devised to coordinate and support the instructional themes and content in the core classrooms.</p> <p>* Develop project based learning opportunities comparable to the PLCs - grade level expectations and CCSS standards. Project based learning opportunities will expand the current course offerings to include application of science and math skills through the addition of AP Environmental Science, Robotics, and the addition of a computer programming class aligned to the Hour of Code. The instructional outcome of expanding the practical application of science and math skills will facilitate Audubon MS in implementing a STEAM (Science, Technology, Engineering, Arts, and Math) course of study across all grade levels by 2017.</p> <p>Year 1- Completed Year 2- Will Continue</p>	Start & End Dates (MM/YYYY)		Description of Evidence
		July 2014 - June 2017	Administration AMS LSLC SSC/ELAC Instructional Council Data Team	AMS Enrollment Packet Student IDs School Uniform Facility Planning/ Room Use Master Schedule/Class Offerings Classroom Observations Extracurricular Activities Community Partnerships

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
II-SIG 17: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.				
	<p>AMS teachers, Instructional Council, and Administration will continue to use a data analysis protocol to develop specific actions to meet the need of their students based on data.</p> <ul style="list-style-type: none">• Counselors will provide relevant data and notification rosters to assist teachers in delivery of instruction and lesson planning.• Instructional Coaches and Intervention coordinators will support the collection of data and dissemination for teachers and provide data assessments. <p>Establish a data team, to provide teachers with relevant, disaggregated data on periodic assessments, attendance, grades, EL status, and students w/ disabilities.</p> <ul style="list-style-type: none">• Fully integrate instructional technology applications and lesson activities to increase student learning and student engagement/interest complimenting the 1:1 iPad program at Audubon MS during 2014-2016 further increasing student achievement at every grade level. Audubon MS will continue using the ST Math, and add the use of Edmodo, College Board ELA, Measuring Up, and Computer Programming software programs school wide to support student learning. <p>Year 1 - Completed Year 2 - Will continue</p>	May 2014 - June 2017	Administration Counselors Interven. Coord. LSLC/SSC/ELAC Instructional Council Data Team	Master Schedule Class Programs Afterschool Tutorials Interventions
	<p>Audubon MS will begin a cycle of inquiry that will include the use of data to address the identified school challenge areas and to monitor the effectiveness of the professional development. Data will include academic (grades); social-emotional (attendance/suspension); culture/climate (participation and enrichment activities designed to support beyond the classroom learning in the challenge area). Audubon Middle School Improvement Goals:</p> <ul style="list-style-type: none">- Implement a multi-tiered approach to support effective classroom instruction (first teaching) and to provide targeted intervention to our math and ELA students.- Strengthen the instructional practices of 6, 7, and 8th grade teachers to implement an inquiry based approach to learning that it articulated and observable across grade levels.- Improve the instructional program across all subject disciplines classes to specifically include: meaningful feedback to students, accurate analysis of current student work using grading rubric; establishing purposeful grouping of students in instructional activities; increase student engagement through CCSS instructional strategies/activities designed to elicit student response and participation; appropriate reflection and analysis of classroom practice by the teachers. <p>Year 1 - Completed Year 2 - Will Continue</p>	July 2014 - June 2017	Instructional Leadership Local School Leadership Council School Site Council	Classroom Observations School Performance Meter Consistent Grading Department Grade Analysis Student Report Cards SPSA 2013-2016 QEIA Reports Monthly

LEA: Los Angeles Unified School District				Date: May 15, 2015		
School: Audubon Middle School						
II-SIG 18: Establish schedules and implement strategies that provide increased learning time.						
	Increase by Day	Increase by Week	Increase by Year	(MM/YYYY)		Description of Evidence
Core	CORE Increase for all students - By adding 30 minutes to all math and English classes students will have additional core in those 2 subject areas (30 min increase for ELA and 30 min increase for Math) Core increased daily by adding 30 minutes to the school day and repurposing 30 minutes within the bell schedule) Year 1 - Completed Year 2 - Will Complete	150 minutes	6000 min	August 2014 - June 2017	Administration Counselors Local School Leadership Council Instructional Council Data Team	Master Schedule Class Programs Afterschool Tutorials Interventions

LEA: Los Angeles Unified School District				Date: May 15, 2015		
School: Audubon Middle School						
Required Components	Enrichment Program , After school, summer and Saturday 1. Fall semester - After School Academic Enrichment 6hrs per week for 6 weeks. 2. Spring semester - Saturday Academic Enrichment will take place 6 Saturdays (2hr per Saturday on top of 3hr intervention) 3. Summer - Enrichment will take place 4 weeks in the summer years 2 and 3. Intervention 1. 30 minutes daily increase for both ELA and Math within the school day 2. There will also be ELA and math intervention classes for 6 Saturdays in the Spring semester for 3hrs each Saturday. Fall adds 1080 minutes; Spring adds 1080 minutes) Year 1- Completed Year 2- Will Complete		Year 1: 3960 min Years 2 & 3: 8760 min	Start & End Dates (MM/YYYY) August 2014 - June 2017	Administration Counselors Local School Leadership Council Instructional Council Data Team	Description of Evidence Intervention Schedule , Enrichment Schedule Sign in sheets

LEA: Los Angeles Unified School District				Date: May 15, 2015		
School: Audubon Middle School						
Required Components	AMS supports a culture of learning among faculty: a. PD Saturdays/Community of Practice: LSLC elected to offer one PD training/ CCSS review per month to foster culture of collaboration among the faculty. Audubon is scheduling 2 Saturdays in Fall Semester and 4 Saturdays in Spring, totaling of 6 Saturdays (at least 4 hours) per school year. b. Summer Institutes: 5 Days each summer for mandatory for all faculty & staff will participate in Professional development by UCLA. Totaling 25 hours each year. Year 1 - Completed Year 2 - Will Continue		2940 min	Start & End Dates (MM/YYYY) August 2014 - June 2017	Administration LSLC Instructional Council Instructional Coaches Data Team	Description of Evidence Prof. Dev. Calendar Agendas Sign Ins Product tasks
Total Unduplicated Time	30 min	270 min	Year 1: 12,900 min Year 2: 17,7000 min			

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
I-SIG 09: Provide appropriate social-emotional and community-oriented services and supports for students.				
	<p>School Climate and Culture at Audubon MS will be improved by a three tiered approach of targeted classroom intervention (academic and social), out of classroom intervention and credentialed support staff to reinforce the social and emotional expectations for our students will addressing the needs of our students. The Boys Uplifted program is designed for our 6th and 7th grade young men who are experiencing difficulty in attaining the academic skills necessary to achieve in regular classrooms and is an example of targeted classroom intervention. The SIG Grant will also provide the following services on site:</p> <p>Two Elementary enrichment teachers (multiple subject) will support the Boys Uplifted (gender specific) self contained classes for grades 6 and 7 as a personalized learning community. This all male course infuses the social emotional needs with the academic needs to support the whole child.</p> <p>Out of classroom intervention:</p> <ul style="list-style-type: none">• One Intervention Counselor to address the Student Success Team (SST) for individual student intervention and grade level interventions. The intervention counselor will specifically support 7th and 8th grade at risk students and improve intervention monitoring and increase student achievement. <p>Credentialed support staff:</p> <ul style="list-style-type: none">• One Pupil Services Attendance Counselor (3 Days a week) to address the attendance and school truancy concerns identified in the SPSA data and school performance meter.• One Psychiatric Social Worker (2 days) to address the social emotional well being of all students at AMS. Will decrease classroom disturbances during the school day which affect classroom instruction, student learning. AMS has a high number of foster care youth in need of onsite advocacy. AMS is in need of a community liaison to engage with local foster agencies. <p>Year 1 - Completed Year 2 - Will Complete</p>	August 2014 - June 2017	Administration LSLC Instructional Council	Master Schedule Class Programs Afterschool Tutorials Interventions

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Audubon Middle School				
Required Components	<ul style="list-style-type: none"> • One Psychologist (5 days a week) to support anger management, and crisis counseling for all students. There are a high number of social emotional needs for the total enrollment. The enrollment forecast shows that the number of Special Education students will continue to increase over the next three years at AMS. • One Nurse (4 Days a week) to support daily increased social & medical needs of all students in addition to administering student physical assessments, health screenings and immunization documentation. Support the implementation of the Oasis program providing the school community - nursing, dental, and eye vision screening for all students. Will provide nutrition and healthy start educational component for all parents and serve as the site based liaison for community health services. • Instructional materials to support Audubon Pre-Enrichment Summer Bridge, Writers Bootcamp, College Board CCSS, ST Math Program online subscription, College Board subscriptions, AE21 (instruments) /After School Academic Support: IMA: Y1 to purchase Extended Learning Opportunity (ELOS) consumable materials - includes the skill building workbooks in ELA/Math (ELOS), student assessment, pretest/post test, teacher lessons/disc, and student online subscriptions/license support: \$25 x 250 students=6,250. • Parent Academic Awareness Trainings and Meetings - will educate parents on intervention strategies, instructional technology, and CCSS Intervention through teacher led workshops. Year 1 - Completed with the exception of the Parent Academic Awareness Training Year 2 - Will Complete and Continue 	Start & End Dates (MM/YYYY)		Description of Evidence
II-SIG 20: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).				
	The LAUSD SIG Office will: <ol style="list-style-type: none"> 1) oversee the implementation of the school plans; 2) provide resource and technical support throughout the grant, along with monitoring and overseeing the ongoing evaluation; 3) provide expert guidance and PD to support the curriculum and instruction, evaluate school performance against established SIG achievement goals; 4) set benchmark data dates and gather and analyze report data; 5) offer actionable recommendations for necessary changes and monitor the SIG budget implementation for each school. Year 1 - Completed Year 2 - Will continue	7/14-6/17	Chief, Division of Intensive Support and Intervention SIG Office	Agendas, sign-ins, school visit logs, communication (emails, website)

SIG Form 4—Annual Student Achievement Goals in English-Language Arts/Reading

LEA Name	Los Angeles Unified School District				
School Name	Robert Fulton College Preparatory School				
CDS Code	19 64733 6058002				
School-wide, Grade Level, or Sub-group	English-Language Arts (ELA)/Reading Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
School-wide	ELD 4 course marks of C or higher at the end of Fall 2013 compared to Fall 2014	69%	70%	50%	60%
School-wide	Percentage of students who scored proficient on CELDT in 2013-2014 compared to 2014-2015	22.4%	26%	22.4%	27%
Grade 6	English 6 course marks of C or higher at the end of Fall 2013 compared to Fall 2014	79%	84%	76%	81%
Grade 10	English 10 course marks of C or higher at the end of Fall 2013 compared to Fall 2014	70%	75%	73%	78%
Analysis					
<p>Our students' graduation rate is greatly influenced by their language skills and their grades in ELA courses. The SIG grant has allowed us to offer more language intervention classes through the hiring of an additional ELA intervention teacher. Our first year findings show regression in the grades of our students in the ELD 4 course. This is an area of concern for our school and has become a focus of our data analysis. We are offering summer school and afternoon courses to help student make up these courses. CELDT proficiency has stayed stable over the past two years. The CELDT exam was given early in the school year, before the additional SIG funded course could have a significant impact on our students' language skills. Those scores should increase after a year of additional language courses funded through SIG.</p>					

We focused on 6th and 10th grade because they are important SBAC and CAHSEE testing years. Our 6th graders have shown a small dip in their ELA grades from last year. This is however a difficult comparison because it is our first year of full common core state standard implementation. The CCSS have proven to be very rigorous for our students, so the fact that our pass rate is nearly the same as last year is a positive sign. Our 10th graders have actually increased their pass rate in English, which is a good indication that the additional language support classes are making an impact. This year we delivered 4 ELD modules focused on developing language instruction. This will continue to be a professional development focus area in the coming year. We will begin the year by gathering various data sources (interim assessment, CELDT, SBAC, CAHSEE) to drive our instruction and to prioritize the skills that our students need.

SIG Form 5—Annual Student Achievement Goals in Mathematics

LEA Name	Los Angeles Unified School District				
School Name	Robert Fulton College Preparatory School				
CDS Code	19 64733 6058002				
Schoolwide, Grade Level, or Sub-group	Mathematics Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
Grade 9 Algebra 1	ALEKS Support Algebra 1 class – percentage points gained from Aug-Dec. 2013 as compared to Aug-Dec 2014.	8 pts 14%	19%	17 pts 24%	24%
Grade 9 Algebra 1	Percentage of ALEKS Algebra 1 topics mastered at the end of fall 2013 as compared to fall 2014	21%	26%	32%	37%
School-wide	Algebra 1 course marks of C or higher at the end of Fall 2013 compared to Fall 2014	80.5%	83%	76.3%	82%
Grade 6	Math 6 course marks of C or higher at the end of Fall 2013 compared to Fall 2014	54%	59%	64%	69%
Analysis					
<p>Our students' graduation rate is greatly influenced by their performance in math courses. The SIG grant's extra period of instruction has allowed us to offer more math intervention classes. One such example of this is our 9th grade Algebra tutorial classes. Since we began offering additional Algebra tutorial classes, our students' growth in ALEKS classes has nearly doubled (14% to 24%). The percentage of topics mastered in ALEKS tutorial classes also showed tremendous growth. However, school-wide course marks in Algebra I dropped 4.2%. We need to continue to use the additional professional development time SIG has provided to create common math assessments to address students' needs. On a positive note 6th grade course marks have shown a significant increase over last year. We will use the success of the 6th grade teacher to drive growth in other grade levels. Teachers have used the PLC process to review student work samples from common formative and interim assessment. In addition, our instructional leadership team also brought</p>					

Los Angeles Unified School District
Robert Fulton College Preparatory School

together teachers of multiple disciplines to look and math student work samples for the purpose of choosing effective instructional strategies to address students' needs.

SIG Form 6—Program Evaluation of SIG Required Components

1. Briefly describe implementation of the SIG Required Components **in year one**. Describe progress made in implementing the selected intervention model and include a statement describing the greatest implementation challenges and strategies used to overcome the challenges.

SIG year 1 at Fulton has given our students and teachers many opportunities to grow and progress. Students have been able to take additional courses through ILT which have increased their chances of graduating and going to college. This year we were able to hire 4 additional teachers (1 ELA, 1 math, 1 art, 1 music). Our teachers have attended many hours of collaborative professional development (Kagan, PLC meetings). They have also had the opportunity to present to their colleagues on pedagogical areas of strength to further increase collaboration during the SIG professional development days. These opportunities have begun to transform our campus into a learning academy not just for our students but also for our teachers. This year we also had in additional instructional specialist and an intervention support coordinator to aide with professional development planning and delivery. Our biggest challenge has been to quantify all of the great things that are happening on our campus. Great moments include teacher led professional development, continuous observation cycles by all of our teachers, instructional partnerships with other schools, and student led teams producing high level common core aligned presentations. However, measuring these events has been a challenge due to the lack of quantifiable assessments available to our staff. We have made great progress towards creating our own interim assessment, but producing hard data we can measure continues to be a challenge.

2. Provide evidence of progress in meeting the needs identified in the original application.

Graduation is the ultimate goal for all of our students, and this year we made significant progress towards that goal. We had an over 10% increase in the area of making progress towards graduation for our students (completion of credits required to move on to next grade). In the area of professional development (PD), we started the year with 18 hours of PD focused on creating a professional growth plan. The plan insured that our teachers understood and bought into the PD they were going to receive this year. It also allowed them to provide input and in some cases present some of the content. Survey data collected this year indicated that teachers felt their greatest area of growth this year was in collaboration. In conjunction with a partnership we conducted with a neighboring high school, we measured evidence of student collaboration. The independent reviewers found that student collaboration is a strength of our students. This assessment is based on the collaboration rate of other schools that participated in the study. The large majority of the classrooms observed at Fulton showed evidence of students working in purposeful instructional groups and participating in common

core based projects. Further, Kagan collaboration strategies were being used in a majority of the classroom observed. In addition, teachers led dozens of sessions at professional development retreats held at the beginning of the school year over 2 days as a way to build capacity in those presenting as well as those that attended the sessions. The responses for teachers who attended the teacher-led sessions has been resoundingly positive.

3. List goals not met in years one, including a brief analysis of the reason why these goals were not met.

In our implementation plan we noted that Marzano would be an instructional focus for Fulton. We did implement many new instructional strategies (Kagan Collaborative Strategies, Close Reading Strategies, Jane Schaffer Writing Approach) but we did not focus on Marzano's strategies this year. Next year we will make it a major focus of our professional development.

To identify and reward teachers, we have created an employee of the month wall- this year. Staff attendance was highlighted and rewarded monthly. This was the first positive reward system for teachers in several years. It did however require an effective and fair system that took some time to develop. However, now that the organizational system is in place the employee of the month can be a natural extension of this system next year.

To celebrate success, teachers were regularly thanked and sometimes compensated for their commitment, however we have not created a system yet to celebrate success. Small success acknowledgement will be a focus area for us next year as well. One of the ways we hope to accomplish this is by making teachers a part of more planning and PD creation. This validates their instructional knowledge while helping to create a more collaborative culture.

SIG Form 6—Program Evaluation of SIG Required Components

4. Describe proposed revisions to the approved SIG implementation chart for Cohort 3 Year 2 based on evidence and data from years one through three. Include specific steps planned to successfully implement and sustain the selected intervention model for each school served by the SIG.

Due to growth in our staff, we had to allocate more money to compensate for the additional salary cost. We were able to fully compensate our staff while not cutting any of the SIG offerings (planning time, PD opportunities) by finding alternative funding sources for them. For example teachers' peer observations are a high priority on our campus and is a component of our SIG plan. We were able to fund every teacher on our staff to conduct two formal observations this year through another funding source (Common Core Grant and LCFF) thus increasing the likelihood that the practice will continue after the completion of the SIG grant. This process will continue in year 2 and 3 of the SIG grant. As such, any minor revisions made to the implementation chart were financial rather than instructional; hence there weren't any instructional changes. This is as a result of choosing instructional support strategies that align to our school-wide vision and thus made it easier for us to find multiple funding sources for them. Strategies such as Kagan Cooperative Learning and Jane Schaffer Writing have supported our teachers in creating opportunities for our students to achieve and will continue to be implemented and expanded upon in years 2 and 3.

SIG Form 7—Evaluation Systems (Transformation Schools Only)

Schools implementing the transformation model must use rigorous, transparent, and equitable evaluation systems that take into account data on student growth as a significant factor. See Section I.A.2(d)(1)(i)(B)(1) of the SIG final requirements. To satisfy this requirement, a teacher and principal evaluation system must take into account data on student growth as a significant factor in determining a summative rating (or performance level) for each teacher and principal in the school implementing the transformation model.

In the space provided, briefly describe how the LEA plans to meet the principal and teacher evaluation requirement of **taking into account data on student growth as a significant factor**. Include a description of the measures to be used, a timeline, and how staff is involved.

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (A) take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and (B) are designed and developed with teacher and principal involvement.

As part of the Doe v. Deasy court ruling, the LAUSD teacher and school leader evaluation systems allow for the use of multiple local measures when setting data-based objectives (see LAUSD-UTLA [Supplement to Article X](#) and LAUSD-AALA [MOU Regarding Evaluation Procedures](#)). As detailed in the teacher's contract, the applicable record of student progress and achievement comprised of individual SBAC, school-level Academic Growth over Time (AGT) and various non-SBAC-based multi-measure data sources are to be considered a significant but limited part of the overall performance evaluation rating. Similarly, for principals, the LAUSD-AALA MOU states that the evaluation process allows for review, discussion, and incorporation of school wide standards-based student achievement data and that additional data may be used.

For the Teacher Growth and Development Cycle (TGDC), teachers and principals can select supplemental/alternative data sources, such as:

- (i) Periodic/benchmark assessment data, where available and appropriate to the students and curriculum, such as Periodic Assessments and DIBELS, and other standards-based assessment data/student work samples, projects, portfolios;

- (ii) Assessment data that documents pupil performance, such as an Independent Reading Level assessment, Developmental Reading Assessment, Qualitative Reading Inventory, and the like;
- (iii) Pre- and post-assessment data, such as at the start and culmination of a semester or other unit of study;
- (iv) Curriculum-based examinations and similar culminating activities; and
- (v) For IEP students, various diagnostic assessments to measure progress toward previously-identified goals.

As well as school-level goals for student progress achievement, such as:

- (i) Attendance rates;
- (ii) Suspension rates;
- (iii) English Language Learner (ELL) progress and reclassification rates;
- (iv) Standard English Learner (SEL) progress;
- (v) Class grades and percentages of passing students;
- (vi) A-G course enrollment and passage rates;
- (vii) Graduation/Drop-out rates;
- (viii) Advanced Placement course enrollment and passage rates.

Similarly, for the School Leader Growth and Development Cycle (SLGDC), the LAUSD-AALA MOU states that “the initial planning sheets and initial planning conference...will include a review, discussion, and incorporation of school wide standards-based student achievement data” and that “additional data may be used,” including:

- (i) Attendance rates;
- (ii) Suspension rates by whole school and subgroup;
- (iii) English Language Learner (ELL) & Standard English Learning (SEL) reclassification rates;
- (iv) A-G course enrollment and passage rates;
- (v) Graduation/Drop-out rates;

- (vi) Advanced Placement course enrollment and passage rates;
- (vii) Class grades and percentages of passing students;
- (viii) International Baccalaureate exam passage rates;
- (ix) Formative assessment data such as Periodic Assessments and DIBELS;
- (x) School-designed standards-based student assessment data; and
- (xi) Gifted and Talented Education identification rates.

Both the teacher and school leader evaluation systems include a Data Based-Objective (DBO) set using district assessment data or other data available, as referenced in the agreements above. Educators evaluated during the current school year set a DBO for the year and engage in a goal-setting process to articulate expected student outcomes for an individual teacher or building-level for principals. Educators review student assessment data, write appropriate growth goals, and describe the strategies they will use to meet those goals. Educators then reflect on progress made on their DBOs during an end-of-year reflection process. Supervisors review the DBOs during the planning process, acknowledge approval during a planning conference, review end-of-year progress, and provide comments on the DBOs as part of the final evaluation process. It is the aim of the LAUSD to continue to bolster the quality and consistency of DBOs as both evaluation systems are implemented district-wide. Additional training will be provided to educators this upcoming summer to support educators in developing, designing, and implementing DBOs that assess student growth.

At LAUSD we are committed to continuous improvement; therefore, we solicit educators for input regarding changes to the evaluation systems. Results from SY2013-14 implementation of DBOs were used to inform improvements to the process for subsequent years. Qualitative analysis was conducted on a sample of 450 DBOs to surface themes and trends in quality. As a result of this analysis and additional feedback gathered from the field during trainings, focus groups, etc., the DBO template provided to educators was updated for the 2014-2015 school year to improve the quality of the DBOs submitted and to clarify requirements for submission. The updated template requires educators to describe: the core content that is covered by the objective; their students' baseline performance data; the type of assessment or student work that will be used to measure student performance; expected student performance outcomes; the instructional strategies that will be used to help students achieve the objective; and the action steps they will take to implement their strategies. Furthermore, we have engaged researchers at the University of Southern California to conduct an independent program evaluation of our work, which includes district-wide surveys and case study interviews. For the 2014-15 school year, we plan to solicit feedback from participants (teachers and administrators) through an end-of-year survey in order to make further improvements to the process. In addition, USC will continue to conduct educator interviews as part of their

case study/program evaluation work.

The timeline of implementation was not changed as these contractual agreements were implemented following the court ruling in December 2012. A tentative agreement between the District and United Teachers Los Angeles (UTLA) was signed in April 2015. If approved, a committee of District and labor partners will meet to collaborate to continue to improve the evaluation process for all of our educators.

SIG Form 10.2 - Transformation Implementation Chart for a Tier I or Tier II School

LEA: Los Angeles Unified School District			Date: May 15, 2015		
School: Robert Fulton College Preparatory School					
Required Components	Strategies		Start & End Dates (MM/YYYY)	Oversight	Description of Evidence
II-SIG 10: Replace the principal who led the school prior to the commencement of the transformation model.					
Principal Replacement*	<p>Raquel George was hired within the last 2 years and has the experience and skills needed to implement a successful transformation model. She has already led the school community through a LAUSD reform process and WASC self-study, successfully. Principal George has already established positive school-wide relationships and stakeholders have confidence in her ability to collaboratively lead the school and increase student achievement.</p> <p>Year 1: Completed Year 2 : Will continue</p>		July 1, 2014 - June 2017	LAUSD ISIC ESC Local District Staff	WASC Visit 2012 Public School Choice 4
Principal name	Raquel George	Hire date	1-Jul-14		
<p>*LEAs that retain a principal hired within the last 2 years should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.</p>					
II-SIG 11: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor that are designed and developed with teacher and principal involvement.					
Principal and teacher involvement	<p>In April 2009, the LAUSD Board of Education passed a resolution calling for the creation of a Teacher Effectiveness Task Force (TETF) to examine successes and challenges related to employee performance and development. The TETF, including educators, labor representatives and parents, made recommendations in five connected areas: evaluation, support mechanisms, tenure, differentiated compensation, and legislation. These recommendations called for a more meaningful performance review system that is tightly aligned to professional development available to educators, which informs a broader talent development/human capital framework. In 2010-11, components of the new evaluation system (called Educator Growth and Development Cycle, "EGDC") were developed for SIG Cohort 1 schools. SIG teachers and administrators provided feedback on the Teaching and Learning Framework, School Leader Framework, the professional development trainings, and stakeholder surveys. This feedback from SIG principals and teachers informed the 2011-12 Initial Implementation Phase (IIP) of the new teacher evaluation system, which was a voluntary pilot of the new formal observation system in 47 schools across the District. In turn, the feedback from IIP participants helped inform the district-wide pilot of TGDC (Teacher Growth and Development Cycle) in 2012-13, in which all district schools each had at least 1 administrator and teacher going through an observation cycle and giving feedback on the process. By 2013-14, the District implemented TGDC district-wide in lieu of the old evaluation system as well as piloted the School Leader Growth and Development Cycle with over 60 principals. The Talent Management Division, which oversees EGDC implementation, will continue to collect feedback from teachers and administrators. For 2015-16 the Office of Professional Learning and Leadership Development will oversee the evaluation system, which is now entitled Educator Development and Support : School Leaders and Teachers Year 1: Started Year 2: Will continue</p>		08/2011 - 06/2017	<p>Chief, Division of Intensive Support and Intervention; Executive Director, Talent Management</p> <p>For 2015-16 - Academic Officer, Office of Curriculum, Instruction and School Support ;Chief, Professional Learning and Leadership Development</p>	<p>Talent Management Website Teacher Effectiveness Task Force Report Feedback surveys and reports Training materials and presentations SIG MOUs</p> <p>For 2015-16: Professional Learning and Leadership Website, Feedback surveys and reports; Training materials and presentations My Professional Growth System (MyPGS) My Professional Growth System is the District's web-based technology platform used to provide regular evaluation documentation for educators being evaluated.</p>

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
Required Components	<p>In 2011, the District unveiled its new Academic Growth over Time system of measuring student learning gains in order to help teachers and administrators understand how much progress individual students have made on standardized tests from one year to the next. AGT is based on a value-added approach that controls for a student's performance from the prior year, along with information about external factors that often influence test results, to compute expected performance. This provides a more complete picture of student learning because AGT compares a student's actual performance to his or her expected performance, giving us a sense of the growth made in addition to expected learning gains in a given year.</p> <p>AGT also allows educators to examine the impact of schools and educators on students' learning outcomes by combining the value-added results for groups of students in the same classrooms and schools. The Board of Education and the Superintendent have been committed to the selection of the most relevant and accurate statistical model to compute school-level AGT results for use by our schools and educators. AGT results represent one piece of useful data that has helped deepen understanding of the complex picture of student learning. Once the State's accountability system has made the shift to using Common Core-aligned assessments, AGT will follow suit. In addition, LAUSD is part of the CORE Waiver consortium through which participating LEAs have committed to including at least one significant component of teacher and principal evaluations based on a measure of student academic achievement and growth.</p> <p>For 2015-16, as detailed in the teacher's contract, the applicable record of student progress and achievement comprised of individual SBAC, school-level Academic Growth over Time (AGT) and various non-SBAC-based multi-measure data sources are to be considered a significant but limited part of the overall performance evaluation rating. For principals, the LAUSD-AALA MOU states that the evaluation process allows for review, discussion, and incorporation of school wide standards-based student achievement data and that additional data may be used.</p> <p>Year 1: Started Year 2: Will continue</p>	Start & End Dates (MM/YYYY)		Description of Evidence
Data on student growth		Started 4/2011	Executive Director, Data and Accountability; Director, Performance Management	AGT website CORE Waiver application Board reports and informatives Training materials and presentations My Professional Growth System (MyPGS)My Professional Growth System is the District's web-based technology platform used to provide regular evaluation documentation for educators being evaluated.

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
Required Components	<p>At the heart of the District's Educator Growth and Development Cycle is a multiple measures evaluation system comprised of Observation of Practice, Stakeholder Feedback, Contributions to School Community, and Contributions to Student Learning Outcomes, all based on our Teaching and Learning and School Leader Frameworks. Observation of Practice is the largest component of the evaluation process and involves multiple cycles of collecting objective, qualitative data, tagging and scoring the data according to rubrics, and conducting coaching conversations to identify areas of strength and growth. Stakeholder feedback collects data from students, parents, and teachers on classroom and school climate. Contributions to Student Learning Outcomes takes into consideration various measures of student performance, including but not limited to Academic Growth over Time. And lastly, Contributions to School Community acknowledges the impact that teachers and administrator have on students beyond instruction and the classroom.</p> <p>For 2015-16 the evaluation process for educators will include multiple observations conducted by trained and certified observers using the Teaching and Learning Framework (TLF) and the School Leadership Framework (SLF), both aligned to the California Standards for the Teaching Profession. Evidence is scripted in the district's My Professional Growth System (MyPGS) platform that includes a coordinated reflection on practice and actionable feedback. Educators meet with supervisors to receive feedback on practice and to discuss strategies to improve student</p> <p>Year 1: Started Year 2: Will continue</p>	Start & End Dates (MM/YYYY)		Description of Evidence
Multiple observation-based assessments		Started 8/2011	<p>Chief, Division of Intensive Support and Intervention; Executive Director, Talent Management</p> <p>For 2015-16 - Academic Officer, Office of Curriculum, Instruction and School Support ;Chief, Professional Learning and Leadership Development</p>	<p>Talent Management website Board reports and informatives Training materials and presentations</p> <p>For 2015-16 : Professional learning and Leadership Development website Board reports and informatives Training materials and presentations My Professional Growth System (MyPGS)My Professional Growth System is the District's web-based technology platform used to provide regular evaluation documentation for educators being evaluated</p>
Ongoing collections of professional practice	<p>The District is using MyPGS (My Professional Growth System) by True North Logic to help manage the evaluation process and provide a platform for teachers to develop a portfolio of professional practice so they can track their own professional growth over time. Because teacher evaluation is just one side of the Educator Growth and Development Cycle, the District has also started to pilot in 2013-14 a learning management system called My Personalized Learning Network (MyPLN) for teachers to share best practices and seek professional development that is tailored to their individual needs and interests.</p> <p>Year 1 : Completed Year 2: Will continue</p>	Started 8/2011	<p>Chief, Division of Intensive Support and Intervention; Executive Director, Talent Management; Executive Director, Human Capital Initiatives</p> <p>For 2015-16 - Academic Officer, Office of Curriculum, Instruction and School Support ;Chief, Professional Learning and Leadership Development</p>	<p>Talent Management Website Human Capital Initiatives Website MyPGS Website MyPLN Website</p>

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
II-SIG 12: Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.				
Identify and reward	<p>We will create a plan/system to provide monetary incentives for teachers and administrators who participate in professional development and delivery of PD.</p> <p>Compensate teachers and administrators who facilitate/present at a conference.</p> <p>Compensate staff that participates in the Lesson Study Model (collaborative design lessons, observe, reflect and refine).</p> <p>Recognize teachers who plan and implement activities that promote college and career readiness. Plans will include recognizing at Faculty and Parent Meeting. We will also create an employee of the month wall to begin with small celebrations.</p> <p>Recognize teachers with perfect attendance monthly.</p> <p>Pay fees for teachers to join professional organizations / professional publication subscriptions.</p> <p>Year 1: Started</p> <p>Year 2: Will continue</p>	Aug 2014 – June 2017	Local District Director; Principal; APs; Coordinators; Dept. Chairs 2015-16: Local District Superintendent and Director	Incentive Plan Document Agendas Sign-ins PD Plan
Opportunities to improve professional practice	<p>Compensate staff that attends professional development workshops beyond school hours and on Saturdays, such as Marzano’s instructional strategies, Kagan’s cooperative learning/student engagement, authentic literacy, and PLCs.</p> <p>Compensate staff that participates in the lesson study model (collaborative design lessons, observe, reflect and refine).</p> <p>Year 1: Started</p> <p>Year 2: Will continue</p>	Aug 2014 - June 2017	Local District Director; Principal; APs; Coordinators; Dept. Chairs	Agendas; Sign-ins; Observation tools; Observation data; Lesson Plans; Reflections; Pacing Plan; Curriculum Maps; Common Formative Assessments; Common Summative Assessment;

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
Required Components	To measure teacher effectiveness, teachers will be expected to implement the identified and agreed-upon research-based instructional strategies. Classroom observations will be used as a qualitative measure of teacher effectiveness in using the strategies.	Start & End Dates (MM/YYYY)		Description of Evidence
Identify and remove	Administration will also provide opportunities for growth throughout the year by having the teachers participate in the rigorous TGDC process. The school will follow the LAUSD-UTLA contract regarding teacher evaluations. Year 1: Started Year 2: Will continue	Jun 2015 - Jun 2017	Principal; Assistant Principals	PD Sign-ins Class Observation Attendance Roster
II-SIG 13: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.				
Recruitment	<p>Fulton CP stakeholders will collaboratively ensure that our hiring and staffing is aligned to our mission and vision of having students be college-prepared and career-ready. A hiring committee composed of an administrator, coordinator, teachers, and parent community representative will conduct all interviews and collaboratively make hiring recommendations to the principal. The hiring and staffing of teachers will be dictated primarily by student need to ensure we provide all core and A-G courses, and intervention courses that address all student needs, including English Learners and students with disabilities. Through this process, we will only accept highly qualified teachers who embrace our mission and vision and want to work with our students.</p> <p>We will recruit candidates by:</p> <ul style="list-style-type: none"> • Posting vacancies on the district and school websites with a brief description of the ideal candidate • Attending District job-fairs • Connecting with District and University teaching programs • Networking with currently credentialed teachers by content area <p>Year 1: Started Year 2: Will continue</p>	Mar 2014 – Jun 2017	Principal; Assistant Principal; ISIC ESC Local District Director, Superintendent	Job Flyers Job Description Online Postings
Placement	<p>Placement of teachers will be based on improving our ability to address our three urgent needs (college/career readiness, data-driven accountability, and collaboration):</p> <ul style="list-style-type: none"> • School-wide goals and Student program needs • Teacher preference • Department chair / administrator recommendation • Teacher Credential / NCLB requirements <p>Year 1: Started Year 2: Will continue</p>	May 2014 – June 2017	Principal; Assistant Principal; ISIC ESC Local District Director, Superintendent	Master Schedule; Preference Sheets; Master Schedule Meeting w/ILT & agenda; Agenda; Sign-ins; Teacher Credentials

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
Required Components	<p>We will:</p> <ul style="list-style-type: none"> • Provide paid leadership and growth opportunities for teachers in curriculum planning, instructing, mentoring, and coaching • Refine our systems of collaboration by providing teachers time and resources to focus on teaching and learning together. • Encourage and provide opportunities for teachers to participate in decision-making. • Celebrate successes <p>Year 1: Started Year 2: Will continue</p>	Start & End Dates (MM/YYYY)		Description of Evidence
Retention		Spring 2014 – June 2017	Principal; APs; Coordinators; Dept. Chairs; Mentor Teachers	Agendas; Assemblies; Stipend; Duties as Assigned; Announcements; Marquee; Newsletter; Pacing Plan; Curriculum Maps; Common Formative Assessments; Common Summative Assessment; Reflections
II-SIG 14: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.				
	<p>To address the three urgent needs (College and Career Readiness, data-driven accountability, and a system of collaboration) our staff will participate in high quality and job-embedded professional development aligned with the school's instructional program (see below).</p> <p>Fulton staff will have time beyond the regular school calendar to plan the implementation of effective instructional strategies in the intervention and enrichment programs at the beginning of the semester (4 days, 6hrs a day).</p> <p>In addition , staff will participate in PD workshops on Saturdays, that focus on Cooperative Learning, Student Engagement, Authentic Literacy, and Marzano's strategies.</p> <p>Staff will also have increased collaboration time (1,080 minutes a year) to meet with PLC members to develop common lessons that embed identified strategies (Marzano, Cooperative Learning, Authentic Literacy) and develop common assessments. Collaboration time will increase by 40 minutes once a week on Tuesdays, throughout most of the year.</p> <p>Urgent Need: College and Career Readiness</p> <p>Cooperative Learning - Our school has already trained 50% of our faculty in Kagan's cooperative learning strategies, and many teachers have begun integrating cooperative learning activities into their instruction. We will continue to support implementation of the strategies by providing additional Kagan trainings in grades 6-12. Frequent classroom observations and timely feedback will ensure effective differentiation.</p> <p>Year 1: Started Year 2: Will continue</p>	Spring 2013 (began) To June 2017	Local District Director; Principal; APs; Coordinators; Dept. Chairs; Teacher Mentors; Teachers; PLCs	Agendas; Sign-ins; Class Observations; Lesson Plans; PD Feedback and Reflections;

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
Required Components	<p>Authentic Literacy - The use of authentic text, which is aligned with the new Common Core state standards, will create meaningful reading and writing experiences for students in all content area classrooms. We will expand the integration of authentic literacy, including reading and writing about informational and procedural text, across all content areas.</p> <ul style="list-style-type: none"> • Provide authentic literacy PD to our staff • Provide on-going CCSS PD to our staff (Karen Patino) • Provide PD around the writing process to support CCSS • Provide a two-day ERWC training to create awareness of how CSU defines students' ELA skill level as college ready • Provide PD on use of technology to engage students in teaching and learning. • Provide PD around student engagement to support ELs and students with disabilities (Kate Kinsella) • Provide PD registration fees for staff members to attend off-site professional development around student engagement <p>Identifying Similarities and Differences - We will teach students to compare, classify, and create metaphors/analogies in identifying similarities and differences (Marzano). This strategy supports the EL Master Plan, which states that EL students must be provided with access to well-articulated, standards-based core curriculum via many different scaffolding techniques and strategies.</p> <ul style="list-style-type: none"> • Provide Marzano PD on identifying similarities and differences. • Provide PD on using graphic organizers to scaffold instruction and gradually release • Provide PD on implementing the Gradual Release of Responsibility Model • Provide PD on calibrating rigor in lessons and lesson objectives <p>Year 1: Started Year 2: Will continue</p>	Start & End Dates (MM/YYYY)		Description of Evidence
		Spring 2013 (began) To June 2017	Local District Director; Principal; APs; Coordinators; Dept. Chairs; Teacher Mentors; Teachers; PLCs	Agendas; Sign-ins; Class Observations; Lesson Plans; PD Feedback and Reflections;

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
Required Components	<p>Numeracy - The focus on numeracy will encourage multiple representations of problems and solutions to support the English language development and mathematical needs of English Learners who may not understand the academic vocabulary. Provide PD to administrators on numeracy and its use in grade 6 math classes</p> <p>Urgent Need: Data-Driven Accountability and Collaboration Professional Learning Communities - We will focus on learning rather than teaching, work collaboratively, and will hold ourselves accountable for results. • Train staff on the PLC process, development of SMART goals, and the use of common formative and summative assessments. Through the PLC process, teachers will work collaboratively to create on-going measures to check for student understanding on daily/weekly basis (i.e.. Exit slips, learning logs, presentations, writing samples) to provide tier 1 intervention, as needed. • Provide PD registration fees for teachers to attend off-site professional development around PLCs • Provide PD on targeted data-driven intervention and enrichment Instructional Rounds - Provide the Instructional Leadership Team and selected core teachers training on Instructional Rounds and its connection to the Teaching and Learning Framework. The Instructional Rounds process will enhance teachers' pedagogical skills and develop a culture of collaboration. Teachers will have the opportunity to observe one another and compare their own practices with those observed. Year 1: Started Year 2: Will continue</p>	Start & End Dates (MM/YYYY)		Description of Evidence
		Spring 2013 (began) To June 2017	Local District Director; Principal; APs; Coordinators; Dept. Chairs; Teacher Mentors; Teachers; PLCs	Agendas; Sign-ins; Class Observations; Lesson Plans; PD Feedback and Reflections;

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
II-SIG 15: Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.				
	<p>Calendars/Time: Extended Day for all teachers and certificated support staff (coordinators, librarian), some SPED paraprofessionals, to provide intervention and enrichment to all students.</p> <p>Staffing: Teachers in ELA and Math to support Long term English Learners and at-risk students through targeted instruction and to provide credit recovery classes to students in order to complete A-G requirements.</p> <p>Staffing: Teachers in Music and Art to provide academic enrichment classes to middle school students who do not have access to such electives due to recent RIFs and the need for district intervention classes.</p> <p>Staffing: PSA to support the socio-emotional needs of our students through supplementary services.</p> <p>Staffing: The Instructional Specialist will supervise and monitor the instructional program, specifically ELA and math, so that teachers receive the development, support and guidance to ensure targeted student population academic achievement; plan professional development activities and provide intensive instructional support to teachers on implementation of professional development / instructional strategies; lead teachers and assist the principal to ensure that the professional development plan and intervention services are aligned with the Single Plan for Student Achievement and address the linguistic and academic needs of English Learners, and the academic needs of low-income students and students with disabilities; and facilitate grade-level team/department meetings to analyze assessment data, review student work, debrief classroom observations and best practices, identify student needs, and plan differentiated instruction.</p> <p>Year 1: Started</p> <p>Year 2: Will not continue the position of Instructional Specialist , the duties will be assumed by an Assistant Principal funded by Categorical and LCFF Funds</p>	July 2014 – June 2017	Principal; APs; SAA; Coordinator	Payroll Staff Roster Services Provided Bell Schedule Master Schedule
	<p>Staffing: Intervention Coordinator will monitor students to provide early identification and intervention of at-risk students; participate in and/or facilitate multidisciplinary intervention teams such as Student Success Team, Coordination of Services Team, and Discipline Review Team, to provide coordinated support and intervention; provide individual and group guidance to students in the academic, and socio-emotional domains; assist teachers in the use of student-centered data to organize structures for instruction and intervention to ensure all students achieve at high levels; provide parent education workshops. The coordinator will be paid 3 hr from Title 1 and 3 hrs, 5 days a week from SIG.</p> <p>Staffing: Provide Counselor X-time to meet with parents and students to support completion of A-G requirements and graduate college ready. To increase parent participation, meeting</p> <p>Year 1: Started</p> <p>Year 2: Will continue</p>	July 2014 – June 2017	Principal; APs; SAA; Coordinator	Payroll Staff Roster Services Provided Bell Schedule Master Schedule

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
Required Components	Staffing: Administrator X-time for supervision of certificated staff participating and leading intervention and enrichment activities beyond the regular school day and on Saturdays to support students in meeting their A-G requirements: Tutorial Services, Counselor/Student/Parent conferences, Parent Meetings. Custodial / Clerical Overtime and Campus Aide OT to provide services during the extended learning time. Staffing: Teacher Assistants to support students in the core and intervention classes. Year 1: Started Year 2: Will continue	Start & End Dates (MM/YYYY) July 2014 – June 2017	Principal; APs; SAA; Coordinator	Description of Evidence Payroll Staff Roster Services Provided Bell Schedule Master Schedule
II-SIG 16: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.				
Develop screening criteria	<p>In the event that a grade-level team of teachers wants to implement a new instructional program for core, intervention or enrichment purposes, they will submit a proposal to their department chair and ILT for review. The proposal will be based on school and student data that illustrates a need for the program. It must also be research-based and aligned to one of the three urgent issues (college/career readiness, data-driven accountability, and collaboration). All team members must commit to implement the program with fidelity.</p> <p>The ILT will evaluate the program based on a set criterion. Year 1: Started Year 2: Will continue</p>	August 2014 – June 2017	Principal; APs; Dept. Chairs; Coordinators	Agendas; Sign-ins; PD Calendar; Developed Tools
Evaluate research base and alignment of current program	<p>On a quarterly basis, the ILT will analyze school-wide data and share the results with the school community to determine if we have met our SMART goals through the implementation of current core, supplemental enrichment and intervention programs. Year 1: Started Year 2: Will continue</p>	August 2014 – June 2017	Principal; APs; Dept. Chairs; Coordinators; Teachers; Governance Councils	Agendas; Sign-ins; PD Calendar; Developed Tools
Identify a new instructional program or revise current program	<p>Teachers and PLCs will use their student data results to determine effectiveness of the core, intervention, and enrichment supplemental programs. Teachers and PLCs will collaborate with the department members, supervising administrator and ILT to identify and screen possible new instructional programs for enrichment and intervention or revise existing programs. Year 1: Started Year 2: Will continue</p>	August 2014 – June 2017	Principal; APs; Dept. Chairs; Coordinators; Teachers	Agendas; Sign-ins; Program Materials; Student Work/data
Implement new or revised instructional program	<p>If a new program is implemented or revised, teachers will receive support to ensure it's implemented with fidelity. Implementation and student performance results will be monitored by the department chair/administrator and ILT. Year 1: Started Year 2: Will continue</p>	August 2014 – June 2017	Principal; APs; Dept. Chairs; Coordinators; Teachers	Agendas; Sign-ins; Program Materials; Lesson Plans; Classroom Observations; Student Work/data

LEA: Los Angeles Unified School District		Date: May 15,2015		
School: Robert Fulton College Preparatory School				
II-SIG 17: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.				
Required Components	<p>The use of assessments will be an integral part of the daily instructional process. We will use assessments as sources of information for both students and teachers by developing high-quality common formative and summative assessments. These assessments will guide improvements in the ongoing teaching and learning context (assessments for learning), measure the level of success or proficiency that students obtain at the end of an instructional unit, and monitor college-preparedness and career readiness among all students.</p> <p>In PLCs, teachers will use the school-wide S.M.A.R.T. goals to guide the development of their PLC's instructional S.M.A.R.T. goals. They will use MyData to examine student achievement data, identify at-risk students, and analyze early warning data to inform instruction and monitor student learning. Teachers will have access to comprehensive history reports to examine students' longitudinal learning patterns. Teachers will use this data to make decisions on teaching strategies, project-based learning experiences, interventions, and enrichments. As a result, they will conduct ongoing Tier 1 progress monitoring.</p> <p>Provide instructional software to support the math and ELA intervention and enrichment classes. Software will include ALEKS for grade 6 math support, Vantage Learning for writing in grades 7 and 8, and Revolution 360 CAHSEE Support.</p> <p>To support the increased class time, we will select and purchase supplemental materials to support the needs of intervention, and enrichment courses such as math manipulatives, and math journals for students to develop comprehension and writing through authentic literacy activities.</p> <p>Technology - To support the increased class time and embed technology skills in the curriculum we will select and purchase technology to meet the needs of the intervention and enrichment courses. Some classes will need a cluster (5) of desk-top computers to offer differentiation opportunities (instructional software in math and ELA.</p> <p>Year 1: Started</p> <p>Year 2: Will continue</p>	(MM/YYYY)		Description of Evidence
		August 2014 – June 2017	Principal; APs; Dept. Chairs; Coordinators; Teachers	Agendas; Sign-ins; Common Formative Assessments; Common Summative Assessments; LAUSD Periodic Assessment; Student Work/data
	<p>Provide instructional software to support the math and ELA intervention and enrichment classes. Software will include ALEKS for grade 6 math support, Vantage Learning for writing in grades 7 and 8, and Revolution 360 CAHSEE Support.</p> <p>To support the increased class time, we will select and purchase supplemental materials to support the needs of intervention, and enrichment courses such as math manipulatives, and math journals for students to develop comprehension and writing through authentic literacy activities.</p> <p>Technology - To support the increased class time and embed technology skills in the curriculum we will select and purchase technology to meet the needs of the intervention and enrichment courses. Some classes will need a cluster (5) of desk-top computers to offer differentiation opportunities (instructional software in math and ELA.</p> <p>Year 1: Started</p> <p>Year 2: Will continue</p>	July 2014 – June 2017	Principal; APs; Dept. Chairs; Coordinators; Teachers	Purchase Orders; Lesson Plans; Increased Student Achievement; Screening by ILT; Classroom observations

LEA: Los Angeles Unified School District				Date: May 15,2015		
School: Robert Fulton College Preparatory School						
II-SIG 18: Establish schedules and implement strategies that provide increased learning time.						
Required Components	<i>Increase by Day</i>	<i>Increase by Week</i>	<i>Increase by Year</i>	(MM/YYYY)	Description of Evidence	
Core - Core Classes will include credit recovery opportunities in ELA, math, science, and social studies for to at-risk and LTEL students, as needed, to meet A-G graduation requirements. The additional instructional minutes will provide time to add a 7th period class. Year 1: Started Year 2: Will continue	40 min	160 min by the week (27 wks) = 4320 plus 440 additional yearly minutes due to 11 non-Collaboration Days	4320 + 440 4760 Total	August 2014 – June 2017	Principal; AP; Certificated Staff; Classified Staff	Master Schedule Bell Schedule Payroll
Enrichment The enrichment classes will provide academic elective classes to middle school and high school students who do not have access to such electives due to recent RIFs and the need for district intervention classes. Year 1: Started Year 2: Will continue	40 min	160 min by the week (27 wks) = 4320 plus 440 additional yearly minutes due to 11 non-Collaboration Days	4320 + 440 4760 Total	August 2014 – June 2017	Principal; AP; Certificated Staff; Classified Staff	Master Schedule Bell Schedule Payroll
Collaboration - Staff will have increased collaboration time (1,080 minutes a year) to meet with PLC members to develop common lessons that embed identified strategies (Marzano, Cooperative Learning, Authentic Literacy) and develop common assessments. Year 1: Started Year 2 : Will continue		40 min a week (27 weeks total)	1080 (on Tuesdays)	August 2014 – June 2017	Principal; AP; Certificated Staff; Classified Staff	Master Schedule Bell Schedule Payroll Sign-ins Agendas

LEA: Los Angeles Unified School District				Date: May 15,2015		
School: Robert Fulton College Preparatory School						
Required Competencies	40 min/day	200 min/week	5840 min/year	Start & End Dates (MM/YYYY)	Description of Evidence	
II-SIG 19: Provide ongoing mechanisms for family and community engagement.						
	<p>To better meet the needs of our working families, we will hold morning and evening meetings to personally continue engaging in dialogue with parents and community members about our school program. The meetings will be held in both Spanish and English to support our predominately Spanish-speaking families. We will hold a minimum of four parent meetings per month. Meetings formats will include:</p> <ul style="list-style-type: none">• Governance Councils such as School Site Council and School Based Management, English Learner Advisory Council.• Coffee with the Principal• Athletics Parent Meetings• Academic Events• Parent Conferences• Back to School Night• College-Bound Workshops• Grade 6 and 9 Articulation <p>We will also use multiple methods of communication to reach the maximum number of parents:</p> <ul style="list-style-type: none">• Quarterly Newsletter – English/Spanish• School Website• College Center Newsletter• Blackboard Connect• Marquee <p>Provide Professional and Consulting Services (workshops/trainings) through the Parent Institute of Quality Education to parents to increase parent engagement.</p> <p>Year 1: Started</p> <p>Year 2: Will continue</p>			July 2014 – June 2017	Principal; APs; Dept. Chairs; Coordinators; Teachers; Parent Community Representative	Agendas; Council Sign-ins; Coffee w/Principal Sign-ins; School Newsletter; Parent Center; Calendar; Marquee; Blackboard Connect Messages Purchase Order; Workshops; Contract; Sign-ins; Agendas
II-SIG 20: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).						
	<p>The LAUSD SIG Office will:</p> <ol style="list-style-type: none">1) over see the implementation of the school plans;2) provide resource and technical support throughout the grant, along with monitoring and overseeing the ongoing evaluation;3) provide expert guidance and PD to support the curriculum and instruction, evaluate school performance against established SIG achievement goals4) set benchmark data dates and gather and analyze report data5) off actionable recommendations for necessary changes and monitor the SIG budget implementation for each school. <p>Year 1: Completed</p> <p>Year2: Will Continue</p>			July 2014 – June 2017	Chief, Division of Intensive Support and Intervention, SIG Director, LAUSD SIG Office, LEA Accountability Reports	LEA Accountability Reports, as determined by SIG. Agendas, sign-ins, school visit logs, communication (emails, website)

LEA:	Los Angeles Unified School District	Date:	May 15,2015
School:	Robert Fulton College Preparatory School		
VI-SIG 30: Optional Component			

SIG Form 4—Annual Student Achievement Goals in English-Language Arts/Reading

LEA Name	Los Angeles Unified School District				
School Name	International Studies Learning Center				
CDS Code	19 64733 0107011				
Schoolwide, Grade Level, or Sub-group	English-Language Arts (ELA)/Reading Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
10th	CAHSEE Results	60.2%	70%	Not yet available	75%
High School grades 9-12	CELDT# of students Advanced and Early Advanced	61%	10% more students will be proficient	45%	10% more students will be proficient
High School grades 9-12	CELDT # of students Intermediate	31%	10% more students will be proficient	39%	10% more students will be proficient
High School grades 9-12	CELDT # of students Early Intermediate	6%	10% more students will be proficient	17%	10% more students will be proficient
High School grades 9-12	CELDT # of students Beginning	3%	10% more students will be proficient	0%	10% more students will be proficient
Middle School grades 6,7,8	CELDT # of students Advanced and Early Advanced	48 %	10% more students will become proficient	41%	10 % more students will be proficient

Los Angeles Unified School District
International Studies Learning Center

Middle School grades 6,7,8	CELDT # of students Intermediate	40%	10% more students will become proficient	26%	10% more students will become proficient
Middle School grades 6,7,8	CELDT # of students Early Intermediate	6%	10 % more students will become proficient	23%	10% more students will become proficient
Middle School grades 6,7,8	CELDT # of students Beginning	6%	10 %more students will become proficient	11%	10 % students will become proficient
All grades	Reclassification rates	14/107 students= 13.1%	15% or more students will be the level of reclassified students	Not yet available	10 % students will become proficient
9	Read 180	Advanced/proficient at 9 th grade level 0%, B = 38%, BB =25%, FBB = 38%	78% passing English with a C or better	Advanced/proficient at 9 th grade level 0%, B =75%, BB = 25%, FBB =0%	80% of students passing with a C or better
AVID Middle school 7 th and 8 th grades	AVID Middle school Level Certification Statistics worksheet (Looks at grades for semester, other than P.E.)		Core Academic classes C or better: 7 grade - 36% 8 th grade - 72%	Increase proficiency level of students (C or above in core classes) by 5% in core classes (Math, English, Science, Social Studies, History)	

AVID High school 9,10	AVID High school Certification Statistics Worksheet		<p>Core academics with a C or above: 9th - 80%, 10th- 42%,</p> <p>1 or more pre- AP course 10th =42%, 9th =90%</p>	Increase proficiency level of students (C or above by 5% in core (see above) classes	
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Analysis

CELDT Data indicates that over 50% of the combined middle and high school EL student population is performing at the advanced and early advanced level. About 35% of our combined student population is performing at the intermediate level. We hope to improve with our ELD classes. We have LTEL classes, after school tutoring program, and periodic parent and student meetings. We also have professional development to help teachers with ELD standards in order to support our students in all classes.

Schoolwide 14 out of 107 students reclassified. This represents a 13.1% rate of reclassification. Reclassification rate went up from the prior year because of the LTEL classes. We will continue to provide those courses and support all students in their reclassification.

The CAHSEE results have had its highest proficiency rate in years. The proficiency rates for CAHSEE are as follows: 2009 – 10 Proficiency = 49.6%, 2010 – 2011 proficiency rate 50%, 2011 -2012 Proficiency rate =39.1%, 2012 -2013 Proficiency rate =53.4%. This increase is due in great part to tutoring, CAHSEE prep classes, and RSP assistance. We provided tutoring after school and special Tuesday CAHSEE review. We hope to use additional programs to support CAHSEE and improve proficiency (e.g. Study Island and Accelerated Reader).

Summer Program will include Summer School intervention and enrichment courses for students to improve their English skills as well as recover credits if they failed their English class and/or other course classes. The Summer Program will also include a Summer Bridge Program to support students in understanding the expectations needed to graduate and/or to adjust to a new grade level. Our 6th grade Bridge Program will be five days long. The 9th and 12th grade

Bridge Program will be three days and the other grades 7,8,10,11 will have one day of clear schoolwide expectations and skills needed to pass their classes and move to the next grade level.

The 9th graders who are the lowest performing based on a Read 180 assessment are placed in the Read 180 class to support to their ELA 9 class. These students are not proficient, but they are receiving specialized instruction in Read 180 to help them advance. In fact 78% are currently passing their Read 180 class with a C or better, which means they are acquiring the skills needed to succeed. We will continue to provide support classes for 9th graders needing extra assistance. We also provide tutoring after school.

This is our first year having Advancement Via Individual Determination (AVID) elective courses in grades 7, 8, 9, and 10. Last month, we had a Mock AVID Certification meeting among administrators, counselors and AVID elective teachers to analyze student core classes' grades and prepare for next year's Certification by LACOE and LAUSD. LAUSD AVID coordinator was part of the review and discussed the grade analysis and next steps.

The quarterly discussions about grade analysis are used to monitor student improvement in English among other core classes. When we analyzed the core classes grades for 7,8,9, and 10th graders from Fall 10th week report to this semester's 10th week report card, we found that certain grades are more successful than others. We hope to use this data for our planning next year. Teachers will review grading policies and work on a schoolwide grading policy.

We will have more teachers attend the AVID Summer Institute to learn the skills to support students in English classes among other core classes. We will also continue to work on writing across the curriculum to support students with English writing and development. We will also work with all teachers to decide on a schoolwide grading policy as we discovered discrepancies in the grade analysis as it refers to students passing classes by grade level.

Additional Information:

LEA Name	Los Angeles Unified School District				
School Name	International Studies Learning Center				
CDS Code	19 64733 0107011				
Schoolwide, Grade Level, or Sub-group	English-Language Arts (ELA)/Reading Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
6	Periodic Assessment - Oral Reading, Checking for understanding, Exit tickets, quizzes	N/A	N/A	65%	75%
7	Periodic Assessment - Read/short answer, evidenced based responses	51%	52%	52%	55%
8	Periodic Assessment - Accelerated Reader, quizzes, student response	N/A	50%	43%	55%
9	Periodic Assessment - Dialectical Journals, Essays based on research and synthesis, Literary analysis questions	54%	50%	42%	60%
Read 180	(Reading, Writing, Analysis)	67%	78%	78%	80%
10	LAUSD Periodic Assessment - Research papers, informational and literary analysis	67%	80%	79%	100%
11	Periodic Assessment - Quick-writes, Analysis questions, Literary analysis, marking the text	60%	70%	58%	75%
11AP	Periodic Assessment - Research, oral Reading, analysis of credibility	88%	100%	81%	100%
12	Periodic Assessment - Summarizing, paragraphs, marking the text, essays	63%	70%	64%	100%
12 AP	Periodic Assessment - Multiple choice based on excerpts, scholarly articles	86%	100%	82%	100%

Los Angeles Unified School District
International Studies Learning Center

Analysis

Teachers note that most students who continue to struggle with reading are at a lower reading level and are not academically prepared for the next level. Teachers feel the need to continue working more closely with RSP teachers because data shows that most of our special needs children are failing. We will work closely with Special Needs teachers through PLC collaboration as well as Schoolwide Professional Development on Accommodations and Strategies to support all students.

Many students do not make an attempt to do any work; therefore, from the students who are failing English, there are quite a few students with less than 20% a grading scale of up to 100% in their English classes. Teachers will be looking closely at the LAUSD homework and grading policy and make a determination as to what is graded, what type of homework is given, etc. We will also continue to provide after school daily tutoring for students to complete their assignments. The school administration, counselors, coordinators and department chairs will work closely to create a plan to support students with workshops, afterschool and Saturday programs. The Bridge Summer Program will also address motivation, organizational skills, a-g requirements, and schoolwide policies. Other possible solutions include assignments through Jupiter Grades (parent and student accountability), and encouraging students in advisory.

The acceptance of late work was also discussed and will be furthered considered in a schoolwide staff meeting because some students need more time to complete assignments and projects.

Assignments listed in the column marked "English-Language Arts (ELA) Reading Local Assessment Measure" are the assignments given in each class and the general way that students are assessed in each class. Skills for these assessments include reading skills, writing skills, synthesizing skills, analytical skills, research skills, oral presentation skills, and technology skills.

In the original analysis, the problems/concerns and solutions are based on the experience of ALL ELA teachers present at the ELA Department meeting (grades 6-12). There are not any noticeable differences between the middle school and high school, other than the middle school having Accelerated Reader. We will consider Accelerated Reader in the high school for next year.

Teachers use Periodic Assessments to compare passing/failure rate across grade levels and well as to initiate discussions on possible problems and solutions. Smarter Balance scores are not available. CELDT scores and a list

of special needs students are provided to each teacher so that extra time is provided to complete the exam if needed. Extra help is also provided by RSP teachers in addition to scaffolding techniques. Primarily in both middle and high school, Periodic Assessments and the RSP list of students are the primary data used by teachers.

Intervention: In both high school and middle school, students are referred to their counselor and, in some cases, the school psychologist if they are in danger of failing their classes. Some students take the advice and improve their classes. They discuss the problems and a plan to improve. We have seen some improvement, but we need to formalize the discussion with a written plan and follow up periodically. Jupiter Grades is another resource that all ELA teachers use to contact parents to alert them of their child's struggles. Parent teacher conferences, individual meeting, and phone calls are also used. The principal has also spoken to the 9th grade as a whole to express concern of the high failure rate as well as offering students management solutions such as using their school planner, working in groups, going to tutoring. Struggling students are also given Daily grade slips to monitor their assignments. After school tutoring in all grade levels is also available for both middle and high school. ISLC will also offer Summer Bridge Programs for both middle and high school students, where we will include schoolwide expectations and skills for middle or high school success. Students are programed in intervention classes to support their success.

Articulation between all ELA grade levels is done at department meetings. This has occurred three times this year. Vertical articulation goals include working on a revised, standards based, grading system (as most ELA teachers already use), Evaluating the LAUSD policy on grading (i.e. late work, make-up work, etc.) We are working on universal school wide expectations and a consistent grading system.

SIG Form 5—Annual Student Achievement Goals in Mathematics

LEA Name	Los Angeles Unified School District				
School Name	International Studies Learning Center				
CDS Code	19 64733 0107011				
Schoolwide, Grade Level, or Sub-group	Mathematics Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
Schoolwide	Khan Academy mission progress	N/A	N/A	11%	15%
Schoolwide- all grade levels	Story Problems – given 1x/week, 4 components in each problem.	74%	75%	74%	77%
Schoolwide	Homework turned in	25%	30%	47%	50%
Schoolwide	Quizzes given weekly	12%	20%	30%	35%
Schoolwide	Course grade – “C” or better	15%	35%	46%	50%
Analysis					
<p>Teachers notice that most students are struggling with Common Core Standards. It’s a big shift from traditional math curriculum to Common Core curriculum in that students have to explain their work orally and in a written format to show the evidence of each step of their work. Our students need more time to practice and prepare for CCMath Assessment. Some students are still struggling on reading comprehension skills and that prevents them from interpreting the math word problems accurately; therefore, it’s a challenge for them to find the reasonable solution for the problems. Moreover, some students’ accountability is also low and at times it seems that they lack the motivation to complete the given assignment; that’s why there are an average 20% students failing in math classes. Data is reviewed regularly in PLCs and Department meetings, students are offered after school tutoring, after school review of material with their teacher, and go to the Learning Center for special needs students. All Algebra 1 students have a math tutoring intervention class during the school day, as do some Geometry and Algebra 2 students. Middle school has math tutoring for all grade levels.</p> <p>*A story problem is a teacher created word problem that each student works on individually and is meant to build conceptual understanding of the core content. Every story problem must follow the common (schoolwide) graphic</p>					

organizer and rubric. The graphic organizer is based on the theory of using multiple representations to build mathematical understanding (like the 4-fold method).

*According to the data there is an increase in our proficiency goal when homework has been graded for accuracy, however that is very time consuming and the lack of teacher support (T.A., service student worker(s)) makes it challenging to continue providing effective feedback on a regular basis.

*Quizzes/tests assess individual student's understanding of various concepts and allows the teacher to gauge the proficiency rate (70% or better) of the class.

* Students are considered proficient in our math class if they receive a grade of C or better.

* As a result of after school tutoring and Math tutoring lab classes homework completion rate has increased across all grade levels. The accuracy of math problems being solved has also improved.

* Tutorial labs are in place for students who identified as low performance in their respective math classes.

* This is the first year Khan Academy has been used consistently by some teachers at the middle and high school as an additional resource in class for students struggling with the common core curriculum. This free online program features all high school math courses aligned to the common core standards which is further broken into skills. Skills that are mastered by the students translate into a percent completion out of the total possible number of skills. Given that students study at their own pace, teachers record this for their students as extra credit based on percent of skills mastered and/or participation grade. There seems to be a small improvement.

Focus for Year 2: Work closely with Spec Ed Teachers to increase the passing rate for the Spec Ed students; give extra credit for students attending the after school tutoring; continue to post assignments on Jupiter Grades so communication between, teachers, parents and students is continuous and students can be accountable of the completion of the given assignments; give students more opportunities to practice common core math problems during class time to develop various mathematical practices so they will be better prepared not only to pass the class but to be ready for future common core assessments. Furthermore, take time to plan with school counselors to strategize on clustering students according to skills, needs, etc. (Spec Ed, High Risk, Gifted) to be in the same class so appropriate support and specific needs be addressed.

SIG Form 6—Program Evaluation of SIG Required Components

1. Briefly describe implementation of the SIG Required Components **in year one**. Describe progress made in implementing the selected intervention model and include a statement describing the greatest implementation challenges and strategies used to overcome the challenges.

Our selected intervention model is “Restart,” the implementation of which has been mostly successful. Evidence of our progress in implementing the Restart model comes from multiple sources. International Studies School Network (ISSN, our EMO) conducted a recent site visitation for the purpose of providing us with data to inform our own decision-making. The results showed proficiency in vision, mission, and culture; graduation portfolio; recruiting and retaining diverse faculty; having structures to support adult/student relationships; and being globally focused which supports the Global Competencies. In fact, every ISSN unit incorporates the following Global Competencies: investigate the world; recognize and weigh perspectives; communicate ideas; and take action. Our progress is also evident in the successful implementation of the AVID program, increased instructional time by providing an additional period for students to take intervention or enrichment courses, increased time for teacher collaboration, participation in workshops focused on writing across the curriculum for all teachers, and an increase in the number of Advanced Placement and enrichment courses. Increased instructional time has allowed us to provide intervention and enrichment for all students, thereby strengthening our instructional program. The addition of Technology Coordinators has also strengthened the instructional program by providing technical support for students in order to complete their international projects as well as supporting teachers in the classroom when needed and/or providing support for staff professional development. The addition of Parent Liaisons have been instrumental in contacting parents, recruiting parents to be more involved in school and attend parent teacher conferences, open house and parent workshops. These workshops also include the a-g requirements, college applications, financial aid, and grades, attendance and punctuality information. Site data also shows a decrease in truancy rate as we were able to locate all students and contact parents when students were absent.

The greatest implementation challenges we have had involve meeting our goals for subgroups, such as English Language Learners, students with disabilities, and the historically underperforming students; the loss of traditional sources of data, such as CST and district Periodic Assessment scores; and execution of Professional Learning Communities (PLC’s). Hiring and retaining staff for our special education program has also been a challenge. Strategies we have used to overcome these challenges are implementation of an after-school tutoring program; hiring a college counselor and Pupil Services Attendance counselors; credit recovery, intervention, and enrichment opportunities by adding a seventh period to the school day; using common planning time and PLC time to discuss ELA/Math, Special Needs or EL students; and ISSN, school professional development as well as professional development by district literacy coaches. We are working

with different informal data to help teachers. We have discussions in PLCs, Departments, and PD meetings to discuss student success. We share ISSN projects and look at the grade analysis per department. The principal meets individually with teachers after report cards to discuss their grade analysis and help them reflect on their grading practices. The staff looks at the CELDT and CAHSEE results as formal assessments. We also meet with the middle and high school AVID staff as an AVID site team to analyze the students success- grade analysis is part of this practice.

2. Provide evidence of progress in meeting the needs identified in the original application.

SIG 09 Provided appropriate social-emotional and community-oriented services and supports for students.

Two PSA Counselors have been hired providing help with truancy rate. The PSA Counselor was very effective by not only decreasing the truancy rate but also creating an environment of competition of coming to school and be on time. Her “Never Been Absent- NBA” program was very successful and implemented by the local district as a competition between schools.

Nurse has been hired to help with all medical and educational needs, including CPR training for staff.

Council Program has been very successful at ISLC- Council training has been provided to all staff as well as to Student Ambassadors and Student Leadership classes. Council Retreats have been organized for 30 students from the Middle and 30 from the High School. The retreats are important to give students an in-depth experience in conducting Council circles in advisory. During the circles, our Council student ambassadors lead the circles, manage the circles, come up or ask for suggestions for topics to address during the Council circles. Students collaborate with the advisory teachers in order to create topics or appropriate prompts for the circles. Teachers selected two students per advisory to be trained as Council Ambassadors grades 6-12. In addition, we trained onsite another 30 students from the Leadership class in the middle and 30 in the high school Leadership class. We have trained over 100 students as Council Ambassadors in Advisory in order to provide all students an opportunity to engage in Council on a weekly basis.

Through Council students learn respect and advocacy. They connect to teachers and students and create a family and caring environment, which promotes the importance of attendance, punctuality, respect, and graduation. In advisory all students, including special education and EL students, are given the importance of leadership, respect, inclusiveness, and friendship. In fact, some of our Council leaders are in Special Education and/or are EL students. Council is for all every week in the Advisory class. In fact, the bell schedule was adjusted to include a longer advisory on Tuesdays to incorporate Council Circles. The Council Guidelines are: Speak from the heart; Listen from the heart; Be lean; and be spontaneous. These guidelines are also used in Restorative Justice Circles in LAUSD and throughout the country.

Council circles are also used by the principal with parents at PTA or parent meetings as well as with staff during faculty meetings.

College Counselor has been hired at the beginning of the Second semester to serve both Middle and High schools. The counselor works closely with the AVID teachers and colleges to ensure students have first hand experiences with field

trips to the universities and/or weekly guest speakers.

SIG 14: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.

Professional development has been provided for all teachers during the 1-week Summer Collaboration focusing on the Common Core State Standards.

All teachers have participated in an additional 2-hours collaboration time per month to look at student work, peer-to-peer observations, professional growth and creating ISSN units. In addition all teachers have participated in two (2) pull-out days professional development facilitated by ISSN coach in order to create international themed units that incorporate the Global Competencies of investigating the world, recognizing and weighing perspectives, communicating ideas and taking action.

AVID program has been implemented at the Middle and High Schools. Selected teachers have been trained, and four (4) AVID classes have been offered -two(2) at the Middle School and two(2) at the High School. AVID coordinator has been designated and provided professional development during the one week Teacher collaboration before the school year as well as during SWPD during the school year. Tutors have been hired for the AVID program.

Teachers from different subject areas have attended conferences geared towards each academic area.

Selected teachers have attended the ISSN Summer Institute 2014 and others will attend the Summer ISSN Institute 2015.

Teachers from Middle and High Schools have participated in the Critical Friends Training (CFT) to implement CFT protocols as a form of collaboration in Professional Learning Communities.

Teachers have been offered the opportunities and have participated at the Adaptive Schools and Explicit Direct Instruction PD organized by the Cal State Dominguez Hills.

Additional period has been added to the schedule at both Middle and High School in order to increase the graduation rate. In addition, Summer School credit recovery classes will be offered in the summer 2015 to help students make the required credits in order to graduate on time. Bridge program will be offered for the incoming 6th and 9th grade students in order to keep up our enrollment. Enrichment classes will also be offered during the Summer School of 2015 to provide an opportunity for students to take classes not offered during the regular school year.

ISSN coaching has been provided to help teachers create ISSN units such as comparing and contrasting the educational systems from US and other countries; Creating an iMovie on virtual travel around the world; Comparing Communism in the world with Animal Farm and Analyzing the projection of the ball in different sports in math classes.

SIG 19: Provide ongoing mechanisms for family and community engagement.

The following programs have been instituted and/or continued in order to strengthened family and community engagement.

1. Jupiter Grades (online gradebook accessible to students, parents, teachers, counselors, and administrators).
2. Stronger PTA fundraising/membership promotion.
3. Form partnerships with businesses in the community for community service.
4. Parent/Community Liaison Two (2) part-time, Spanish-speaking Community Representatives (one for the middle school and one for the high school) in order to service our parent population and increase parent involvement. We will establish and maintain ties with families and the community, through parent engagement activities, such as conducting parent workshops on Jupiter Grades, financial aid, and Common Core. These community representatives will have added responsibilities such as grant-writing, field trip coordination, and other community service opportunities (i.e. AIDS Walk, Blood Drive, tree planting, etc.). They will strongly promote parent involvement.
5. Parent/Student Conferences (i.e., Student Led Conferences: semi-professional conferences between a student and his/her parent in which a student shares his/her collection of academic work with reflections on learning; and E-Portfolios with parents: semi-professional conferences conducted for seniors in which a student shares his/her collection of academic work and explain how each project addressed the four global competencies of our Global Studies Instructional Program, community service reflections, internship reflections, and future plans with parents, teachers, and community members).
6. Dragon Festival (opening our doors to the community to present international projects created by students in an Open House format).
7. Parent Engagement Activities: We will provide refreshments at parent events to increase parent involvement.

3. List goals not met in years one through three, including a brief analysis of the reason why these goals were not met.

We are uncertain of our progress in meeting the student goals of decreased truancy rate, increased proficiency for all students in Math and English including our ELs and Special Ed students, as well as increasing the overall graduation rate. This is due to the fact that many of the traditional data tracking tools we have used in the past have changed. We hope these systems will improve and results will be provided to the schools in order to help us track our students' progress. We will, however, keep track of our CELDT and CAHSEE scores, analyze grades on progress reports, keep track of attendance and punctuality, analyze ISSN units to ensure the Global Competencies were used, keep track of ISSN projects passing and completion rate, as well our a-g enrollment data. We will also keep track of truanacies and graduation

rate compared to our base year. We are confident that we will have concrete data in years two and three. We have increased the school day to include intervention courses such as "Math Tutoring" that support our special populations. We also have after school tutoring and will implement a summer program to provide our students credit recovery and enrichment courses.

SIG Form 6—Program Evaluation of SIG Required Components

4. Describe proposed revisions to the approved SIG implementation chart for Cohort 3 Year 2 based on evidence and data from years one through three. Include specific steps planned to successfully implement and sustain the selected intervention model for each school served by the SIG.

Based on the evidence from year one, we realize that we need to assign a data team to collect data and find common tools (e.g. Common Formative Assessments) for each department to collect data and analyze. We need:

- Interdisciplinary projects (assessed low in the ISSN matrix on our site visitation)
- Common Formative Assessments
- Teachers to visit classrooms within their PLCs or departments to share best practices and/or support each other with implementation to ensure student success, including our special education and EL students.
- Data Team representing math and ELA teachers from middle and high school.
- A literacy coach to help with professional development at the school site and assist staff with our PLC cycles.
- Continue to work with ISSN coach to help teachers create the ISSN units and look for a system to archive the units for evidence and/or use or revise ISSN units as needed by other teachers.
- Assign dates for Staff Council Retreats at the beginning and at the end of the year so teachers can plan vacation accordingly and participate in training/retreats.
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SIG Form 10.3 - Restart Implementation Chart for a Tier I or Tier II School

LEA: Los Angeles Unified School District				Date: May 15, 2015		
School: International Studies Learning Center						
Required Components	Strategies			Start & End Dates (MM/YYYY)	Oversight	Description of Evidence
Fulfill all California requirements for converting to a charter school (if applicable).						
N/A	N/A	N/A	N/A	N/A	N/A	N/A
III-SIG 21: Create a locally-determined rigorous review process for the purposes of selecting a CMO or an EMO.						
	<p>International Studies School Network (ISSN) is a nonprofit organization that assists schools in developing college ready, globally competent high school graduates. Its two main areas of focus are helping schools overcome the chronic problem of low academic performance among low income and minority students, as well as preparing students for work and civic roles in a globalized environment. ISSN has experience with school reorganization: it has created an intellectual mission based on international studies, developed a Common Core based curriculum, developed inquiry-based instruction, incorporated world languages and travel, and established a personalized school culture. ISSN has a proven track record working with similar schools.</p> <p>ISLC has partnered with ISSN network since 2004, limited only to occasional coaching (10 days/year), and participation in network conferences. However, the network has the capacity to offer more services, and we would like to realize the full benefits of the network's offerings.</p> <p>YEAR 1: Completed YEAR 2: Will complete</p>			07/2014 - 06/2017	LAUSD, ESCS, Academic Leaders	PD Evaluations, International Units
III-SIG 22: Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.						
	<p>Students currently enrolled at ISLC will be automatically re-enrolled under the Restart school. Under Public School Choice, students who do not wish to continue attending ISLC can opt out and will be placed in another school.</p> <p>YEAR 1: Completed YEAR 2: Will complete</p>			07/2014 - 06/2017	Counseling Office	<p>Informative letters will be sent to families explaining options for enrollment at the Restart school.</p> <p>Families will complete a form to opt out of ISLC if desired.</p>

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	International Studies Learning Center			
III-SIG 23: Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.				
	<p>ISSN will</p> <p>(1) provide professional development and technical support to implement Common Core instructional practices and international curriculum (ISSN units).</p> <p>(2) assess the strengths and weaknesses of the general and special education instructional program,</p> <p>(3) conduct a professional development needs assessment and</p> <p>(4) design and monitor a comprehensive intervention plan to address the unique needs of historically underperforming student sub-groups.</p> <p>(5) ensure the school implements a research-based approach to supporting ELL's and students with disabilities by providing professional development, instructional coaching, feedback, teacher-led collaborative planning, and student progress monitoring.</p> <p>(6) create an advisory program to give student to develop and express themselves</p> <p>YEAR 1: Completed # 1, 3, 6. In progress # 2,4,5.</p> <p>YEAR 2: Will complete</p> <p>The MOU between LAUSD and ISSN holds ISSN accountable to the LAUSD Board of Education to meet the defined five goal areas of the LAUSD Performance Meter. Annually, ISSN will submit a report on the performance of the school to the LAUSD board and superintendent. If the school is not meeting its annual targets, ISSN and LAUSD will work together to alter strategies as necessary. If the school does not substantially achieve the performance metrics in three years, the district and school can terminate the relationship with ISSN. However, the superintendent can take action at any time if the academic situation requires more urgent attention.</p> <p>Our goals for student achievement are:</p> <p>1) decrease the truancy rate; 2) increase the number of students proficient in ELA and/or Math; 3) address needs of special populations - increase the number of ELs proficient in ELA and Math, and increase EL graduation rate; increase the number of Special Ed students proficient in ELA and Math, and increase Special Ed graduation rate; and offer additional AP and enrichment courses for GATE population; 4) increase the number of general education students passing ELA and Math, thus increasing graduation rate; 5) fully implement the ISSN (our EMO) fundamentals; 6) provide additional access to technology; and 7) increase parent/community involvement.</p> <p>YEAR 1: Completed Goals #5-7. #1-4 In progress</p> <p>YEAR 2: Will complete</p>	07/2014 - 06/2017	ISSN Coordinator, Administration, Academic Leaders, Teachers	ISSN Report on Implantation with DATA reflecting the progress of each sub group.

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: International Studies Learning Center				
VI-SIG 30: Optional Components				
I-SIG 09: Provide appropriate social-emotional and community-oriented services and supports for students.				
<p>1. Hire 1 Pupil Services and Attendance (PSA) counselor to decrease truancy rate.</p> <p>2. Hire 1 Psychiatric Social Worker (PSW) to meet the social-emotional needs of students.</p> <p>3. Add two additional campus aids to help with school safety and supervision of students.</p> <p>4. Nurse will be used and available to screen all students for health issues and concerns as well as be available treat students with ongoing medical conditions that require daily monitoring. The nurse will also offer education and trainings to students, teachers, and parents on how to develop healthy lifestyles and positive attitudes which will help to improve student attendance and positively influence student achievement on both campuses, the middle school and the high school since ISLC is a span school grades 6-12 on two different school campuses.</p> <p>5. Provide Council training for all staff members to ensure they implement Council in Advisory on a weekly basis. Council is a process that supports our students' social, emotional and academic behaviors, builds positive school culture, peer-peer relationships, and student-teacher relationships. Council Retreat for group of Council Leaders (students) and Council Representatives (staff). Two days of prof. dev. for Staff to be paid for the Council training that is part of the SIG grant.</p> <p>6. College counselor to help students meet college requirements, apply to university, and get financial aid.</p> <p>YEAR 1: Completed #1,2,4,6 In progress: #3,5</p> <p>YEAR 2: Will complete</p>		07/2014-06/2017	Principal	Time cards

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: International Studies Learning Center				
II-SIG 14: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.				
	<p>All Staff:</p> <p>1. 1-week Summer Collaboration focusing on Common Core State Standards,</p> <p>2. Professional Growth Plans,</p> <p>3. Two (2) additional hours per month for teacher collaboration (Guaranteed and Viable Curriculum Cycle: create common formative assessments, look at student work, peer-to-peer classroom observations, professional readings, and intervention),</p> <p>4. Period-by-period site collaboration meetings, as well as staff observations in PLC's, which will require funding for class coverage.</p> <p>5. Two (2) days of staff collaboration to provide time to discuss and agree on academic schoolwide expectations (writing across the curriculum, grade calibration, data analysis, etc.,</p> <p>6. Two days of prof. dev. for Staff to be paid for the Council training that is part of the SIG grant.</p> <p>4 7. Focused PD to meet the needs of our special populations (Special Education, GATE, LTEL's),</p> <p>5 8. PD on implementing technology in the classroom,</p> <p>6 9. ISSN Coaching of staff for ISSN units,</p> <p>YEAR 1: Completed #1, 9 In progress #2-8</p> <p>YEAR 2 Will continue #1-9</p> <p>Designated Staff:</p> <p>1. AVID training for content teachers, elective teacher(s), and coordinator</p> <p>2. Ojai Council Foundation - training for Council program conducted in Advisory period(s)</p> <p>3. Attend professional conferences geared towards each academic content area [Funding for teacher conference attendance (e.g. registration fees, double occupancy overnight hotel if needed, mileage, per diem, etc.) Eight teachers want to attend the California Mathematics Council- South (CMS-S) in Palms Springs. Several other teachers want to sign up for the Science Conference in Long Beach and other conferences that may be available to</p>	07/2014-06/2017	Principal, Teachers,	<p>1. International Units (submitted to dropbox),</p> <p>2. Teacher portfolio including student work</p> <p>3. PD Exit Tickets,</p> <p>4. Teacher presentations from conference attendance,</p> <p>5. Best Practices scheduled monthly</p>

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: International Studies Learning Center				
	<p>other subjects. Substitute teachers are also needed to cover for teachers attending conferences and/or instructional meetings.]</p> <p>4. Periodic (optional) Saturdays for ISSN units and ISSN networking</p> <p>YEAR 1: Completed</p> <p>YEAR 2: Will complete</p> <p>Academic Leaders ONLY:</p> <p>1. ISSN Summer Institute - national conference (10 staff members),</p> <p>2. ISSN coaching of academic leaders,</p> <p>3. Critical Friends Protocols,</p> <p>4. Adaptive Schools</p> <p>YEAR 1: Completed #2, 3, 4 #1 - Staff will attend June 2015</p> <p>YEAR 2: Will continue #1, 2, 3, 4</p>			
II-SIG 15: Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.				
	<p>1. Provide two additional hours each month for teachers to collaborate by content and grade level, to review student level data and findings, teachers can then develop intervention plans to address specific student needs, revise pacing guides, instructional content, and teaching delivery strategies, etc. (Guaranteed and Viable Curriculum Cycle)</p> <p>2. Period-by-period site collaboration meetings, as well as staff observations in PLC's, which will require funding for class coverage.</p> <p>2 3. AVID (Advancement Via Individual Determination), including college</p>			

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: International Studies Learning Center				
	<p>student tutors, a stipend for the AVID Coordinator, AVID libraries, and materials needed.</p> <p>3 4. Purchase instructional materials for enrichment courses (i.e., electives).</p> <p>4 5. All staff will be paid for the extra instructional time that is added to the day.</p> <p>6. Pay SAA an additional 30 minutes/day in order to support the implementation of the academic program, including the SIG payroll, budget adjustments, and other SIG related activities. She will need the additional time because the school day is longer and her current hours don't cover the extra time</p> <p>5 7. Staff will be paid for Summer Orientation (workshops for students and parents).</p> <p>6 8. Pay custodial staff for work during summer programs.</p> <p>7 9. Stipend for Staff Data Team to evaluate annual data of our Global Studies Instructional Program.</p> <p>8 10. Stipend for SIG Core Team to organize, analyze, and write plan.</p> <p>8 11. Purchase school planners (agendas) for students to support AVID organizational skills/strategies.</p> <p>40 12. Purchase laptop computers (20) for teachers (updated technology).</p> <p>44 13. Flexibility to create our own bell schedules and calendar.</p> <p>42 14. Flexibility to decide on per pupil spending and SSC.</p> <p>YEAR 1: Completed #10,11,12,13,14 #1-9 In progress</p> <p>YEAR 2: Will complete</p>	07/2014 - 06/2017	Administration; Instructional Director	Payroll data; "Revolution Prep" invoice; PD records; Laptop cart invoice; tutor sign-ins, formative assessment data; Accelerated Reader invoice;
II-SIG 16: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.				
Develop screening criteria	<p>We used the following data to evaluate our Global Studies instructional program: CST proficiency levels, graduation rate, final report cards, and district and staff feedback.</p> <p>YEAR 1: Completed</p> <p>YEAR 2: Will complete</p>	07/2014 - 06/2017	Lead teachers Admin	ISLC Curricular Map (6-12) Teacher Portfolio
Evaluate research base and alignment of current program	<p>ISLC's current program, Global Studies Instructional Program, is founded on the Common Core State Standards (CCSS) in conjunctions with global studies to produce students proficient in academics as well as in the four global competencies (investigate the world, recognize and weigh perspectives, communicate ideas, and take action). This program is based on federal research supporting the implementation of CCSS and international research as identified by the International Studies Schools Network (ISSN). Overall, the foundations of our current program are aligned with the research but need to be implemented at a deeper and more rigorous level across contents and across grade levels.</p> <p>YEAR 1: Completed</p> <p>YEAR 2: Will complete</p>	07/2014 - 06/2017	Data Team	Data Analysis Presentations align to mark reporting windows (Pre and Post)

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: International Studies Learning Center				
Identify a new instructional program or revise current program	<p>ISLC proposes to revise the current Global Studies Instructional Program and to add a few new instructional components, i.e., Guaranteed and Viable Curriculum Cycle (GVC) within Professional Learning Communities (PLC) for vertical alignment, AVID (for student work habits) and Revolution Prep (to assist students in ELA and Math).</p> <p>YEAR 1: Completed YEAR 2: Will complete</p>	07/2014 - 06/2017	<p>Lead Teachers</p> <p>Admin</p>	ISLC Curricular Map (6-12) Teacher Portfolio
Implement new or revised instructional program	<p>The following steps will be taken to assure implementation of ISLC's revised Global Studies Instructional Program, as of 2014/2015 school year:</p> <ol style="list-style-type: none"> 1. Academic leaders will attend the ISSN Summer Institute National Conference following the end of each school year, in June. 2. ISSN (our EMO) and Academic Leaders will co-design professional development for the school year. 3. Staff will participate in ISLC's 1-week Summer Collaboration - schoolwide professional development aimed at ISSN unit planning using CCSS, teaching strategies, classroom management, PLC/GVC Cycle, and technology-related training. 4. Summer School Credit Recovery and Enrichment (Summer School) for grades 6 - 12. Summer school will take place beginning in July 2014. FY 2014-15: Funding for these programs came from other sources. 5. Bridge Programs (for incoming 6th and 9th graders) during summer. FY 2014-15: Funding for these programs came from other sources. 6. Throughout the school year, staff will participate in various professional development workshops addressing the seven areas of need identified in SIG Form 3a. [Funding for teacher conference attendance (e.g. registration fees, double occupancy overnight hotel if needed, mileage, per diem, etc.) Eight teachers want to attend the California Mathematics Council- South (CMS-S) in Palms Springs. Several other teachers want to sign up for the Science Conference in Long Beach and other conferences that may be available to other subjects. Substitute teachers are also needed to cover for teachers attending conferences and/or instructional meetings.] <p>YEAR 1: Completed #2,3,6 #1, 4, 5 In Progress YEAR 2: Will complete</p>	07/2014 - 06/2017	<p>ISSN Coaches</p> <p>Lead Teachers</p> <p>Admin</p>	<p>Electronic Compilation (Dropbox) of unit curricular maps / storyboards.</p> <p>Peer to peer feedback forms.</p> <p>Sharing Best Practices forms.</p>

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	International Studies Learning Center			
II-SIG 17: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.				
	<p>The revised Global Studies Instructional Program will promote the continuous use of student data by utilizing the Guaranteed and Viable Curriculum (GVC) Cycle in Professional Learning Communities (PLCs). PLCs will develop common formative assessments and corresponding lessons. Then, the lessons will be implemented and student work will be analyzed using the Critical Friends protocols to determine next steps. The process will be repeated throughout the year.</p> <p>Intervention-related Activities:</p> <ol style="list-style-type: none">1. Purchase Accelerated Reader program and books to support increase in reading ability.2. Librarian to support with Accelerated Reader program. Changed from two (2) days librarian/week to 5 days library aid/week to support the school librarian and better service our students by keeping the library open during lunch and having more classes in the library.3. Counselor X-Time to program students in the correct intervention and enrichment courses before school begins.4. Teacher X-time for planning Summer Credit Recovery and Enrichment and Bridge Programs. FY 2014-15: Funding for these programs came from other sources.5. Intervention and enrichment Teacher X-Time for Summer Credit Recovery and Enrichment (Summer School) and Bridge Programs. FY 2014-15: Funding for these programs came from other sources.6. Two Teacher Assistants will support student learning in intervention classes.7. IT Support: Micro Computer Support Assistants to assist with implementing technology in the classroom and maintaining current hardware/software.8. Purchase laptop carts to support Math and English intervention, Common Core testing program and Saturday Program. Laptop carts for parent workshops (e.g. CCSS) and college applications FAFSA.9. The Data Team (which will be composed of four teachers) will collect and analyze our instructional program data to provide summaries to staff for the purpose of improving instruction.10. Purchase online program and computer carts for Revolution Prep.11. Purchase the most current research-based professional development texts for staff and administrators.12. Purchase class sets of international themed novels to support our Global Studies	07/2014 - 06/2017	Data Team; ISSN; Administration; SSC (to approve outside PD)	Sign-in sheets; PD records; meeting agendas; data summaries

LEA: Los Angeles Unified School District				Date: May 15, 2015		
School: International Studies Learning Center						
	Instructional Program 13. Purchase graphing calculators for math intervention. 14. Purchase copy paper and supplies for intervention courses. 15. Small whiteboards, erasers, and dry-erase markers for checking for understanding and immediate feedback in intervention courses. 16. Purchase SmartBoards to encourage interaction and engagement with core content in intervention courses. YEAR 1: Completed #1,2,3,6,7,8,10,13 In Progress #4,5,9,11,12,14,15,16 YEAR 2: Will Complete					
II-SIG 18: Establish schedules and implement strategies that provide increased learning time.						
	Increase by Day	Increase by Week				
Core	1. High School: We are adding 30 minutes of instructional time, restructuring the schedule to allow for 7 class periods in the school day (meeting the need for credit recovery). 2. Middle School: We are adding 30 minutes of instructional time, extending the learning time in current periods. 30 min YEAR 1: Completed YEAR 2: Will Complete	150 min	Summer Credit Recovery (3 weeks, 5hrs/day) and support for core classes (Summer School) offered to students in grades 6-12. 4500 min FY 2014-15: Funding for these programs came from other sources.	07/2014 - 06/2017	Admin, District Personnel	Bell schedules, Sign in sheets, Attendance rosters

LEA: Los Angeles Unified School District				Date: May 15, 2015		
School: International Studies Learning Center						
Enrichment	<p>We are adding 30 minutes to Increase number of Electives, for example, AVID, foreign languages, and electives with a global focus. Purchase a world language teacher to provide additional world language electives. Purchase an ELA or Math teacher to provide the extra intervention classes in the high school. Purchase two Teacher Assistants to provide assistance for the intervention courses.</p> <p>30 min YEAR 1: Completed Year 2: Will Complete</p>	150min	<p>1. College Summit (1 week/year): for incoming 12th grade students intervention and support for attending college. Includes assisting students on application process, organization and time management, SAT/ACT study guides, etc. FY 2014-15: Funding for these programs came from other sources.</p> <p>2. Bridge Programs (3 weeks, 5hrs/day): success strategies for incoming 6th and 9th grade students. FY 2014-15: Funding for these programs came from other sources.</p> <p>3. Zeta Rho Mentoring and Tutoring Saturday Program (3 days/month): Mentorships by business professionals and internship hours. Tutoring feeder elementary and middle school students, earn community service hours. Teachers will collaborate with Zeta Rho staff as well as supervise the Saturday program.</p> <p>6120 min total Year 1: #3 Completed, but revised to tutoring program Year 2: #1-2 will complete</p>	07/2014 - 06/2017	Administration, teachers, parent letters	Sign in sheets, increase scores on periodic assessments, grade improvements, increase student involvement

LEA: Los Angeles Unified School District				Date: May 15, 2015		
School: International Studies Learning Center						
Collaboration	N/A	N/A	<p>1. Guaranteed and Viable Curriculum (GVC) Cycle (18hrs): Teachers will be compensated for 2 hours per month outside of the school day to collaborate and vertically align their curriculum; review student level data and findings; develop intervention plans; revise pacing guides, instructional content; and evaluate/implement teaching delivery strategies</p> <p>2. ISSN Summer Institute (30 hrs) - national conference to collaborate with partner schools in the network</p> <p>2880 min YEAR 1: Completed YEAR 2: Will Complete</p>	07/2014 - 06/2017	Administration, teachers	Electronic Compilation (Dropbox) of unit curricular maps / storyboards. Peer to peer feedback forms. Sharing Best Practices forms.
Total Unduplicated Time	30 minutes	150 minutes	9,000 minutes			

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: International Studies Learning Center				
II-SIG 19: Provide ongoing mechanisms for family and community engagement.				
	<p>1. Jupiter Grades (online gradebook accessible to students, parents, teachers, counselors, and administrators).</p> <p>2. Stronger PTA fundraising/membership promotion.</p> <p>3. Form partnerships with businesses in the community for community service.</p> <p>4. Parent/Community Liaison Two (2) part-time, Spanish-speaking Community Representatives (one for the middle school and one for the high school) in order to service our parent population and increase parent involvement- will establish and maintain ties with families and the community, through parent engagement activities, such as conducting parent workshops (Jupiter Grades, financial aid, and Common Core). This will be a full-time out-of-classroom position two part-time out-of-classroom positions. This person These people will have added responsibilities such as grant-writing, field trip coordination, and other community service opportunities (i.e. AIDS Walk, Blood Drive, tree planting, etc.). He/she will strongly promote parent involvement.</p> <p>5. Parent/Student Conferences (i.e., Student Led Conferences: semi-professional conferences between a student and his/her parent in which a student shares his/her collection of academic work with reflections on learning; and E-Portfolios with parents: semi-professional conferences conducted for seniors in which a student shares his/her collection of of academic work and explain how each project addressed the four global competencies of our Global Studies Instructional Program, community service reflections, internship reflections, and future plans with parents, teachers, and community members).</p> <p>6. Dragon Festival (opening our doors to the community to present international projects created by students in an Open House format).</p> <p>7. Parent Engagement Activities: to provide refreshments at events, to increase parent involvement.</p> <p>YEAR 1: Completed</p> <p>YEAR 2: Will Complete</p>	07/2014 - 06/2017	-Administrators -PTA Officers/Members -Community Liaison	<p>1. Jupiter Grades log in reports</p> <p>2. Paid membership drive forms</p> <p>3. Sponsorship of student interns, travel programs and or fundraising opportunities.</p> <p>4. Payroll/Timecard</p> <p>5. Sign-in sheets/vendor invoices and contracts</p>
II-SIG 20: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).				
	<p>The LAUSD SIG Office will:</p> <p>1) over see the implementation of the school plans;</p> <p>2) provide resource and technical support throughout the grant, along with monitoring and overseeing the ongoing evaluation;</p> <p>3) provide expert guidance and PD to support the curriculum and instruction, evaluate school performance against established SIG achievement goals</p> <p>4) set benchmark data dates and gather and analyze report data</p> <p>5) off actionable recommendations for necessary changes and monitor the SIG budget implementation for each school.</p> <p>YEAR 1: Completed</p> <p>YEAR 2: Will Complete</p>	07/2014 - 06/2017	Chief, Division of Intensive Support and Intervention SIG Office, Director, Office of Curriculum, Instruction and School Support	Agendas, sign-ins, school visit logs, communication (emails, website)

SIG Form 4—Annual Student Achievement Goals in English-Language Arts/Reading

LEA Name	Los Angeles Unified School District				
School Name	Los Angeles Senior High School				
CDS Code	19 64733 1935352				
Schoolwide, Grade Level, or Sub-group	English-Language Arts (ELA)/Reading Local Assessment Measure	2013–14 SY Proficiency	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
10 th grade	CAHSEE- English Language Arts	66.5%	100%	Not available	100%
11 th grade	CAHSEE- English Language Arts	86.2%	100%	Not available	100%
12 th grade	CAHSEE- English Language Arts	85.2%	100%	Not available	100%
Sub-group	CELDT-# students Advanced	17 5%	20%	5%	N/A100%
Sub-group	CELDT-# students Early Advanced	28%	35%	24%	40%
Sub-group	CELDT-# students Intermediate	35%	20%	33%	20%
Sub-group	CELDT-# students Early Intermediate	16%	10%	20%	10%
Sub-group	CELDT-# students Beginning	16%	10%	18%	10%
School wide	ELD Reclassification Rate	15.4%	100%	Results in June	100%
School-wide, Grade Level, or Sub-Group	District Interim Assessment	2013-2014 SY	# of Students Tested	Fall 2014 Baseline Average	Spring 2015 Baseline Average
9 th Grade	ELA 9 th	N/A	116	59% (2.36 out of a 4 point rubric)	70% (2.78 out of a 4 point rubric)
10 th Grade	ELA 10 th	N/A	133	58% (2.33 out of a 4 point rubric)	75% (3.0 out of a 4 point rubric)

Los Angeles Unified School District
Los Angeles Senior High School

Analysis

Los Angeles High School is using the CAHSEE to measure academic performance in the areas of English Language Arts. Of the 24 students who did not pass the first time CAHSEE in the March 2014 Census, an additional 10 students passed on the November 2014 CAHSEE administration. To support and increase the CAHSEE proficiency rates, students are enrolled in CAHSEE English Language Arts prep classes. Additionally, credit recovery and intervention classes have been offered as weekend and afterschool opportunities for students this academic school year.

The English Language Development (ELD) Reclassification Rate has increased from school year 2012-2013. Forty-eight English Learners (EL) students reclassified out of 501 EL students, 9.6% to school year 2013-2014, 71 EL students reclassified out of 460 EL students, 15.4% respectively. The goal for reclassification to English Proficient is 100% within 5 years. The reclassification rate increase is due to classes that address the specific needs of the Long Term English Learner. Although these classes were not SIG funded, they were designed to address the needs of EL students. The CELDT scores serve as a benchmark for reclassification.

Additionally, the 9th and 10th grade teachers administered the district interim assessments (by grade-level) for both Fall and Spring of this year. This process entailed compiling scores on excel, for which the instructional coach provided averages and statistics on the various rubric elements. Teachers were asked to reflect on their students' areas of growth, areas of strengths, and potential areas for future instruction. A data analysis workshop was provided by the coach, with the focus being on the next steps for the department based on student data. A general report of the findings for both Fall and Spring assessments was provided to the entire department, along with resources pertaining to the areas for growth. One-on-one coaching in these areas was also provided.

Based on fall 2014 and spring 2015 scores for 9th grade, there was evidence of growth in the overall average score from 2.36 to 2.78 on a 4-point rubric in the areas of writing components of an expository essay. For 10th grade students, the overall average scores demonstrated growth from 2.33 to 3.0. The department is also working on designing and administering diagnostic tests (pre and post) for every grade level (9th through 12th grades) as part of the vertical articulation work that has been done this past year (over a course of 4 Saturdays).

SIG Form 5—Annual Student Achievement Goals in Mathematics

LEA Name	Los Angeles Unified School District				
School Name	Los Angeles Senior High School				
CDS Code	19 64733 1935352				
Schoolwide, Grade Level, or Sub-group	Mathematics Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
10 th grade	CAHSEE-Mathematics	70.5%	100%	Not available	100%
11 th grade	CAHSEE-Mathematics	89.9%	100%	Not available	100%
12 th grade	CAHSEE-Mathematics	86.9%	100%	Not available	100%
School-wide, Grade Level, or Sub-group	District Interim Assessment	2013–14 SY		2014–15 SY Student baseline average score	2015–16 SY Average Goal as determined by the teachers
Sub-group	Algebra 1- Interim Assessment—Spring semester	N/A		33%	70%
Sub-group	Geometry - Interim Assessment—Spring semester	N/A		43%	70%
Sub-group	Algebra 2 – Interim Assessment—Spring semester	N/A		40%	70%
Analysis					
Los Angeles High School is using the CAHSEE to measure academic performance in the areas of Math. Of the 24 students who did not pass the first time CAHSEE in the March 2014 Census, an additional 11 students passed the					

Los Angeles Unified School District
Los Angeles Senior High School

math section on the November 2014 CAHSEE administration. To support and increase in CAHSEE proficiency rates, students are enrolled in CAHSEE Math prep classes. Additionally, credit recovery and intervention classes have been offered as weekend and afterschool opportunities for students this academic school year. Students will have the opportunity to take classes during this 2015 summer school session to make up credits for Algebra 1, Geometry, and Algebra 2 classes.

In order to establish baseline data, the math department utilized the District Interim Assessment for the 2014-2015 school year. The department will continue to use Interim assessments to track student progress. The instructional coach ensured that all teachers administered the Interim Assessments by the deadline determined by the district. The instructional coach facilitated calibration workshops to ensure all course-alike teachers were utilizing the same rubric and grading practices when examining student work. The instructional coach collected and compiled student scores and extrapolated the data. The instructional coach facilitated a data analysis workshop where teachers were able to examine student performance on individual test questions. Performance data was extrapolated by each class period for each teacher, by teacher, and by course. For example, Ms. Roman received data for the following: (1) each of her five Algebra 1 classes; (2) average scores for all of her classes; and (3) how all Algebra 1 students at this school performed. After examining and analyzing the data, teachers were asked to reflect on student performance and determine next steps for instruction, such as how to remediate skills that students are lacking based on interim assessment data. During this workshop, teachers discussed strategies and activities to help remediate and reinforce critical mathematical skills.

Currently, LA High has no available data for ALEKS. The ALEKS program is still in the initial stages of development. Full implementation of the ALEKS is expected for the 2015-2016 academic year.

Paula Evans has worked with some teachers from the math department but not in regards to interim assessments.

SIG Form 6—Program Evaluation of SIG Required Components

1. Briefly describe implementation of the SIG Required Components **in year one**. Describe progress made in implementing the selected intervention model and include a statement describing the greatest implementation challenges and strategies used to overcome the challenges.

In year one, the implementation of the SIG Required Components are as follows:

Professional Development (PD):

- Critical Friends Group (CFG) – currently 17 teachers out of 79 teachers are participating in our 1st cohort; working closely with Ms. Paula Evans, CFG Facilitator. This consists of: classroom observation, feedback, meeting in small group once a month to work on a problem of practice as well as review, analyze student work. In the classroom, ongoing observation and feedback by Ms. Evans provided a tool for lesson structure.
- In collaboration with California State University, Dominguez Hills (CSUDH), our Educational Management Organization, Explicit Direct Instruction (EDI) training was provided to LAHS staff. This work began with a summer institute for teachers in July and continued to be the basis for our weekly professional development time. The purpose was to strengthen the instructional strategies and help establish a common language across all classrooms. The greatest challenge has been for veteran teachers to buy-in and implement with fidelity the instructional strategies of EDI. In addition to aligning the administrative observation protocol to EDI, the school also benefited from site visits and model lessons from Dr. Ibarra and the CSUDH team.
- SIG funded 25 teachers to participate in Los Angeles Unified School District (LAUSD), Intensive Support and Innovation Center (ISIC) Common Core Alignment PD to strengthen their instruction. The greatest challenge has been the transference and implementation of new learning in the classroom instruction.
- SIG provided funding for teacher collaboration through PLCs in the following departments: Integrated Community Arts Pathway (ICAP), English, Mathematics, Science and Non-Core Electives to create lesson designs and unit planning. Because PLCs are voluntary, there's a small number of staff that participate in these groups. Our goal will be to increase teacher participation in the 2015-2016 school year.

Intervention- Credit Recovery Classes and Tutoring

LAHS offered 15 intervention/tutoring classes in the Fall 2014 semester. One hundred eighty two students were enrolled in the intervention program. The subjects included: Biology, Chemistry English, Geometry, Government, and U.S. History. We also offered Culinary Arts and Physical Education enrichment classes. The challenge was student enrollment and lack of incentive for students as these classes did not offer credit during the first semester. Due to low student turnout, and a late start in implementing the program, only intervention/tutoring was offered (as opposed to

credit recovery). For the second semester, 8 credit recovery classes were offered as well as 5 intervention/tutoring classes. As a result, student participation increased.

Two Instructional Coaches (Math/Science and English/Social Studies)

The two instructional coach positions were utilized in the following ways (but not limited to):

- Doing demo lesson and co-teaching with teachers in various departments
- One-on-one coaching support (on teaching practices and providing resources)
- Assessment calibration and data analysis workshops
- Administering the Interim Assessments for the four departments
- Facilitating Common Core Alignment workshops for parents in a 3-part series
- Assisting in the creation of additional common assessments in ELA, math, social studies and science
- Conducting department-wide vertical alignment workshops to increase teacher collaboration and to streamline the curriculum
- Developing and co-teaching with the school teacher librarian to provide workshops for students on searching and properly citing sources.

Due to the fact that coaches were new to LAHS, it is taking time for them to acclimate and integrate into the school culture. Gaining the trust of our staff presented a major hurdle to establish coaching relationships but they were able to gain the respect of teachers and build upon this in their work. The coaches will continue to build a broader base of teachers to support collaboration on the PLC work and continue to coordinate teacher and department-wide needs.

Instructional Specialist

The SIG Instructional Specialist (IS) position was utilized in the following ways:

- Developed and monitored the Fall 2014 and Spring 2015 Intervention/Credit Recovery Program.
- Coordinated and monitored PD – worked closely with non-core elective classroom teachers to engage teachers in academic conversations and lesson designs
- Trained and supported coaches on cognitive coaching techniques, co-teaching/modeling strategies, teacher observations and feedback.
- Developed an at-risk intervention program embedded into the school day
- Supported Parent Center and coordinated parent workshops

Throughout year one of the SIG, the IS has focused on creating systems and structures to support a robust instructional program. An overall challenge has been the fact that it takes time for new staff members to learn the school culture, build

relationships and the teamwork necessary to move a school forward.

School Psychologist

SIG funded a school psychologist to provide wrap-around services to support the non-academic needs of students. In addition to providing individual and group counseling sessions, the psychologist actively participates as a member of the LAHS's Coordination of Services Team (COST). The COST team directly supported 150 students with medical care, individual counseling, group sessions, crisis counseling, and classroom teacher support. In SIG year 2, the District will fund four days of a school psychologist to provide these functions on campus. Additionally, SIG funds will be used to purchase 1 day to ensure students have access to these services five days a week to address social-emotional and mental needs.

Counselors

In order to address the academic needs of our students, SIG funds were used to purchase an intervention counselor and college counselor. The intervention counselor is specifically focusing on students that are classified as 9R or 10R – students who did not earn enough credits to matriculate into the next grade level. This counselor is an added support for these struggling students and serves in addition to their regularly assigned academic counselor. The college counselor has been working in conjunction with all grade level counselors to keep students apprised of the college process, starting in their first semester as a 9th grader. The challenge has been that it is taking time to learn the school culture and meet all of the students as both counselors are new to the LAHS campus. Counselors collaborate daily with the grade-level academic counselors and provide in class support to students. Parent outreach and/or articulation to assure placement for incoming students is conducted by counselors who visit feeder middle schools twice during the school year. Also, in the Fall semester, middle schools are invited to visit LAHS.

2. Provide evidence of progress in meeting the needs identified in the original application.

In building teacher-capacity, the school focused on:

- Professional development opportunities provided by the school, the District and CSUDH, EMO
- Conference attendance (e.g., UCLA Center X – focus on student writing, cognitive coaching, CCSS, etc.)
- Formation and ongoing work of PLCs
- Systematic approach to classroom observation and immediate feedback to teachers
- Standardizing the practice of student work analysis and using student work as real time data to inform instruction

To address the academic underachievement :

- Established baseline student data in Math and English via District interim assessments
- Provided credit recovery and intervention programs in fall 2014 and spring 2015
- Ongoing PD opportunities for teachers to enhance instructional practices
- Formation of LAHS Young Men of Color intervention for at-risk students, Positive Behavior Support Program that empowers students increase in-class attendance and participation towards academic achievement
- Additional counseling support for at-risk students and to specifically address social-emotional needs that impact student achievement
- The support staff such as Instructional Coaches, Pupil Services and Attendance Counselor (PSA) and Psychiatric Social Worker (PSW), provided parent workshops that addressed both academic and social-emotional needs

3. List goals not met in years one through three, including a brief analysis of the reason why these goals were not met.

The goals not met in year one are:

- Credit recovery and intervention summer school program in June-July 2014
 - The notification of School Improvement Grant was made in late spring 2014 and funds were not available until fall 2014. At this point, students were already enrolled in the District provided Core Waiver Summer School
 - However, LAHS will offer SIG-funded credit recovery and intervention program in June 2015
- Summer Bridge program 2014
 - The notification of the SIG grant was made in late spring 2014 which did not afford the time needed to coordinate and recruit students for the program.
 - Summer Bridge 2015 will be held at LAHS from June 15, 2015-July 17, 2015 for incoming 9th grade students
- Loyola Marymount University (LMU) Center for Math and Science Teaching (CMAST)
 - Due to the various District initiatives and trainings along with the work with EMO, there was a determination to focus on Explicit Direct Instruction to support teacher pedagogy and instructional practice. As a result, funding for this was repurposed to implement an on campus Young Men of Color intervention for at risk youth.

SIG Form 6—Program Evaluation of SIG Required Components

4. Describe proposed revisions to the approved SIG implementation chart for Cohort 3 Year 2 based on evidence and data from years one through three. Include specific steps planned to successfully implement and sustain the selected intervention model for each school served by the SIG.

The Instructional Specialist Administrator position will change to an Instructional Coach-teacher position. The Instructional Coach will remain responsible for the development of extra learning time programs, analysis of community partner programs and additional program data analysis. The instructional coach will continue in the efforts to provide a clear structure and systems in place for professional development for teachers and build a stronger instructional base.

The hours for summer school have been extended to allow students to take two classes instead of 1 class for credit recovery purpose, which will aid students gain the necessary credits to graduate in a timely manner.

The Data Coordinator position will be replaced with an Intervention Support Coordinator position whose duties will include both technology support and data analysis work. With increased funding for technology equipment and programs to support teaching and learning, the school will require dedicated personnel to support the school's use of instructional technology resources to enhance learning.

To address the needs of English learners, six teaching assistants will be funded to provide direct services to the teacher and students in the classrooms across the content areas.

Los Angeles High School (LAHS) requires technology equipment and software programs to provide students with access to 21st Century learning skills. This will provide teachers to engage students in computer-based lessons, projects, research and activities that are aligned to Common Core Standards. Laptop carts and lab computers are necessary to provide these teaching and learning opportunities.

To address low period-by-period attendance rate, which has a direct impact on student learning, a software program will be purchased to track and monitor student attendance to help personnel identify at risk students. This will allow for an efficient system to address truancy and communication with parents.

As an alternative to suspension, LAHS will implement the intervention program called Institute for Student Empowerment. This intervention will help promote positive student behavior and academics which will lead to future success after high

school.

For the 2015-2016 school year, SIG funds will be used to purchase a Psychiatric Social Worker in place of a School Psychologist. With the District providing 4 days of school psychologist services, SIG will supplement an additional day to ensure that students have access to the school psychologist for 5 days a week. Due to the high number of referrals and requests for mental health counseling, a PSW will be needed to provide such services as one-on-one counseling, crisis counseling, school-wide mental health awareness programs.

SIG Form 10.3 - Restart Implementation Chart for a Tier I or Tier II School

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	Los Angeles High School			
Required Components	Strategies	Start & End Dates (MM/YYYY)	Oversight	Description of Evidence
Fulfill all California requirements for converting to a charter school (if applicable).				
N/A	N/A	N/A	N/A	N/A
III-SIG 21: Create a locally-determined rigorous review process for the purposes of selecting a CMO or an EMO.				
	<p>The decision by LAUSD to allow California State University, Dominguez Hills (CSUDH), a nonprofit EMO, to support the school's instructional program was made through a rigorous process of recruiting, screening and selecting Network Partners:</p> <ul style="list-style-type: none"> • Demonstrated track record of support for teacher-leadership, student achievement, and capacity to design and manage high-quality school processes. • Business qualifications: track record and experience with school turnaround and transformation; depth and extent of local presence; relationships with community groups. • Personnel qualifications: background and professional qualifications of CSUDH staff. • Financial viability of organization. • Experience implementing school support strategies, including performance on prior school transformation efforts. CSUDH passed this review and became Network Partners. <p>Year 1 Completed Year 2 - Will continue</p>	08/2014 – 06/2017	LAUSD, Office of Superintendent	<ul style="list-style-type: none"> • Qualitative data from LAUSD schools where CSUDH has partnered in school transformation • MOUs with schools and community partners • Staff bios and résumés • Evidence of school partnership success outcomes • Review of CSUDH philosophy and record of successful practice implementation
III-SIG 22: Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.				
	<p>The new Los Angeles High School will serve grades 9-12. All currently enrolled grades 9-11 in the attendance boundary of Los Angeles High School will be offered a place at the new Los Angeles High. If a family chooses not to send their child to the new school, they can ask LAUSD to create an "opt-out plan" for a place at another LAUSD school. Year 1 Completed.</p> <p>Year 1 Completed Year 2 - Will continue</p>	07-2104 – 06/2017	LAUSD, CSUDH Director	MOU between LAUSD and CSUDH

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	Los Angeles High School			
III-SIG 23: Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.				
	The MOU between LAUSD and CSUDH acknowledges CSUDH's accountability to the LAUSD Board of Education to support defined goal areas of the LAUSD Performance Meter, in addition to defined goals of Los Angeles High School. Annually, CSUDH will submit a report on the performance of the school to the LAUSD board and superintendent. If the school is not meeting its annual targets, CSUDH and LAUSD will work together to refine strategies as necessary. If the school does not substantially achieve the performance metrics in three years, the district and school can terminate the relationship with CSUDH. However, the superintendent can take action at any time if the academic situation requires more urgent attention. Year 1 completed Year 2 - will continue	07-2104 – 06/2017	LAUSD, CSUDH Director	MOU between LAUSD and CSUDH

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	Los Angeles High School			
VI-SIG 30: Optional Component				
II-SIG 14: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	<p>CSUDH will utilize resources and expertise that are elements of its Innovative School Leadership Initiative (ISLI) grant to work with groups and individual teachers and administrators in data analysis, lesson analysis, explicit direct instruction, and conflict management, among other areas, in support of teacher and leader development. Independent contractor Paula Evans will also utilize the Critical Friends Group protocols to support teacher growth. Administer stakeholder surveys to assess instructional effectiveness and challenge areas</p> <ul style="list-style-type: none">• Develop PD process (data analysis, need identification, instructional solution, implementation, assessment, data analysis..) that allows focused collaboration (involving common instructional areas) within PLC, department, grade-level interactions• Develop protocols for positive collaborative interactions using Critical Friends Group (CFG) protocols, including common planning time.• Develop outside partnerships, including Paula Evans' Critical Friends Group and Loyola Marymount University's Center for Math and Science Teaching (CMASST), to enhance current instructional focus areas• Conduct faculty study sessions during summer and semester breaks focused on developing interventions for underperforming students• Train all staff on protocols for data analysis• Conduct PD sessions focused on aligning increased expectation and rigor with effective classroom management strategies <p>Year 1: Completed</p> <p>Year 2: Additional funding for (1) PD for a 2-5 day team building and planning retreat (2) Cognitive Coaching Foundation to provide research-based training on the thinking and reflection processes that underlie instructional decisions (3) Summer PD for teachers to build capacity and provide resource for teachers of Korean Language (4) UCLA Writing Project to improve students' academic writing (5) Northwestern University Courses that will teach teachers to build capacity and train students in new career pathways focusing on the Arts and Museum studies (6) 6 counselors to train on data analysis and intervention program development. (7) Re- establish partnership with Loyola Marymount University Center for Math and Science.</p>	07/2014 – 06/2017	School Staff ISIC Superintendent School Community CSUDH	<ul style="list-style-type: none">• Teaching and Learning Framework• TGDC Observation and Feedback• PD Agenda/Sign-In• Classroom Observation Reports• PLC/Collaboration Work Logs• Student Outcomes• Faculty study session minutes

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	Los Angeles High School			
II-SIG 17: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	<ul style="list-style-type: none"> • Coordinate with EMO on development of protocols for data analysis that are focused on student success • Create intervention teams that monitor student outcomes and develop intervention strategies for struggling students • Fund Problem Solving Data Coordinator to coordinate data analysis and train staff • Fund teacher time to monitor success of intervention/enrichment opportunities, modifying where data indicates • Fund and utilize instructional coaches in core areas to analyze data and support teachers in development of practices that meet the needs of all students <p>Fund 5 hours/week of counselor Z-Time to perform focused data analysis and intervention program development for underperforming subgroups, notable Special Education, English Learner, and Socio-Economically Disadvantaged</p> <ul style="list-style-type: none"> • Fund Instructional Specialist to develop and monitor instructional programs that support intervention and enrichment for all students • Fund clerical support to create data reports and general support to intervention programs <p>Year 1 completed Year 2 - will continue and add funding for (1) an Instructional Coach to assume activities of the Instructional Specialist (2) Intervention Data/technology Coordinator to provide data analysis in place of the Problem Solving Data Coordinator.</p>	07/2014 – 06/2017	School Staff ISIC Superintendent School Community CSUDH	<ul style="list-style-type: none"> • LAUSD Performance Data • Grade-level matriculation rates • Graduation Data • Grade Data • CAHSEE Data • Student Attendance • Classroom Observation Logs • Counseling Logs • AP Data • Behavior/Suspension Data

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	Los Angeles High School			
II-SIG 18: Establish schedules and implement strategies that provide increased learning time.	Enrichment/Intervention: <ul style="list-style-type: none"> • Develop and fund 15 beyond the bell auxiliary periods, APEX credit recovery course, and summer school opportunities outside of the school day for students to receive support, including credit recovery and behavior interventions • Fund college counselor to develop and monitor student graduation progress and college-readiness opportunities, and school psychologist to develop and monitor mental health programs and progress of students. • Fund intervention/enrichment program materials, including books and technology, in support of community partnerships • Identify and create 6 auxiliary matrix support for specialized intervention, support, and college/career-pathway courses, including Advancement Via Individual Determination (AVID), Integrated Career Arts Pathway (ICAP), and robotics, with an emphasis on developing 21st Century skills in careers and technology, that are sequenced courses of study that progress each year for high-achieving students • Implement and fund Summer Bridge program, including 9th grade counselor, to support successful articulation of incoming students and program development for first year of high school. • Identify technology intervention/enrichment opportunities, (i.e., ALEKS, Read 180, etc.) and fund software as appropriate to meet needs of students • Fund technology coordinator(s) to support technology needs, including training teachers in the use of technology • Assess and fund hardware necessary to provide electronic access and intervention to struggling students, including laptops and carts • Fund the Institute for Student Empowerment, a nationally recognized program designed to assist economically challenged students gain deeper understanding of the value of education by helping them connect academics to their financial well-being • Fund additional hardware, 4 Laptop carts-one for each content area with 120 laptops (30 laptops for 1 cart) to provide electronic access and 	07/2014 – 06/2017	School Staff ISIC Superintendent School Community CSUDH	Master Schedule, LAUSD Human Resources records, IMA orders and Invoices

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	Los Angeles High School			
	<p>intervention for struggling students</p> <ul style="list-style-type: none"> • Fund new desktop Apple computers in the Computer Learning Center and New PCs for the computer lab in room 150. Both labs provide students with access and training on both Apple and PC platforms core writing and critical thinking by providing a media center to support student learning at higher levels • Purchase of Attendance Recovery Software to support attendance improvement • Fund microcomputer technology support for summer school • Fund additional Microcomputer Tech support for school-wide technology needs, including online programs, computer labs and computer cart/laptops <p>Year 1 - Completed</p> <p>Year 2 - will continue above and fund (1) an Intervention Enrichment teacher to provide support to economically challenged at risk students, higher level college bound students, and seniors at risk of not graduating during the school day (2) Fund 6 teaching assistants to support the teacher and provide direct service to students in the classroom</p> <p>Collaboration:</p> <ul style="list-style-type: none"> • Compensate teachers for 2 hours/month development time spent outside of regular school hours that are focused on analyzing data, modifying lessons, and monitoring instructional practice in alignment with the LAUSD Teaching and Learning Framework rubric and focus elements, and developing strategies for increasing rigor in the classroom. • Extra PD sessions of at least two hours per month focused on supporting all teachers develop strategies for increasing rigor in the classroom. • Provide compensation for activities outside of normal school day, including 7th period auxiliary classes, summer school, and summer bridge programs, among others, that support instructional success. 			

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	Los Angeles High School			
II-SIG 19: Provide ongoing mechanisms for family and community engagement.	<p>• Fund private contractor to make develop workshops, facilitate meetings, distribute newsletters, and coordinate other supplemental outreach to community and capitalize on school community history. The person hired for this position will network among parents and LA High administration, faculty, and staff. They will organize events – both social and informative in nature – to engage parents with our school. Our goal is that parent involvement will spread through the efforts of this hired position. Specific tasks include: creation of call sheets, prepare materials for all meetings, present information to help support parent understanding of the school's instructional program as well as communicate to different stakeholders the availability of instructional resources to enhance student learning.</p> <p>• Fund community liaison responsible for coordinating and monitoring private contractor responsibilities, adjusting as needed for maximum efficacy</p> <p>• Identify and fund social supports, including, but not limited to: psychologist and College Counselor to monitor student success, including support for the underperforming subgroups of Special Education, English Learner, and Socio-Economically Disadvantaged students</p> <p>Year 1 Completed</p> <p>Year 2 - Fund an outside source, Parent Institute for Quality Education (PIQE) to provide parent engagement programs</p> <p>Fund an additional day to the existing 4 days per week for the school psychologist who develops and mental health programs and progress of the students</p> <p>Fund a psychiatric social worker provide services to support the non-academic needs of students</p> <p>Fund teachers for providing After school tutoring, Credit Recovery , APEX classes and Enrichment classes</p> <p>Fund tutoring for at-risk students to provide targeted intervention for seniors in all core areas preparing them for graduation</p> <p>Fund enrichment training (AVID Advanced Placement) for teachers to fully support higher level college bound students</p> <p>Fund any unspecified building teacher capacity in dealing with at-risk and EL students</p> <p>Professional Development workshops Fund an Intervention Coordinator for EL subgroup and testing responsibilities for ensuring that the EL subgroup makes adequate yearly progress and administers state mandated and district mandated testing</p> <p>Fund the expansion of the 9th grade summer bridge program from 4 weeks to 5 weeks and from 4 hours per day to 5 hours per day</p> <p>Fund the expansion of the Credit recovery and intervention summer school program from 4 weeks to 5 weeks and from 4 hours per day to 5 hours per day. Fund a counselor to support 9th grade summer bridge 5 week session.</p> <p>Discontinue funding Parent Resource liaison as the position will be funded through other sources.</p>	07/2014 – 06/2017	<p>School Staff</p> <p>School Community</p> <p>CSUDH</p>	<ul style="list-style-type: none"> • Parent participation logs • Parent meeting agendas • Meeting/community flyers

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	Los Angeles High School			
II-SIG 20: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<p>The LAUSD SIG Office will:</p> <ol style="list-style-type: none"> 1) oversee the implementation of the school plans; 2) provide resource and technical support throughout the grant, along with monitoring and overseeing the ongoing evaluation; 3) provide expert guidance and PD to support the curriculum and instruction, evaluate school performance against established SIG achievement goals; 4) set benchmark data dates and gather and analyze report data; 5) offer actionable recommendations for necessary changes and monitor the SIG budget implementation for each school. <p>Year 1 Completed Year 2 - Will continue</p>	7/14-6/17	Chief of Intensive Support and Intervention, SIG Office Staff	Agendas, sign-ins, school visit logs, communication (emails, website)

SIG Form 4—Annual Student Achievement Goals in English-Language Arts/Reading

LEA Name	Los Angeles Unified School District				
School Name	San Fernando Senior High School				
CDS Code	19 64733 1937622				
Schoolwide, Grade Level, or Sub-group	English-Language Arts (ELA)/Reading Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
9 th Grade English	ELA Interim Assessments	40%	42%	29%	35%
10 th Grade English	ELA Interim Assessments	65%	67%	48%	55%
English Learners	CELDT Test	13.5%	14%	14.2%	15.2%
Long Term English Learners	Students receiving a C or better in English class based on individual teacher formative and summative local assessments.	66%	68%	70%	73%
10 th Grade	CAHSEE ELA Proficiency Scores	39.1%	43%	TBD	TBD
9 th Grade English	Students earning an A or a B in English class based on individual teacher formative and summative local assessments.	28%	43%	50%	52%
11 th Grade	AP English Language & Composition (score of 3, 4, or 5)	37%	39%	TBD	TBD
Analysis					
Subgroups have made incremental progress. LTEL students experienced a 4% increase in receiving a C or better in English. There was a 22% increase in the number of 9 th grade students rating proficient in their English class. Our English Learners experienced a 0.2% increase in the number of students who scored proficient on the CELDT. We are awaiting the results of CAHSEE scores. We expect an increase in CAHSEE proficiency due to English teachers focusing on preparing students for the exam, the implementation of the ELA CAHSEE on-line program and the					

implementation of CAHSEE Saturday classes. We experienced an 11% decrease in the number of 9th graders scoring proficient on the District's Interim Assessment and a 17% decrease in 10th grade. The 2013-2014 and 2014-2015 Interim Assessments differed substantially. The 2013-2014 Interim Assessment focused on Literary Analysis, an area in which teachers have much expertise. The 2014-2015 Interim Assessments focused on analysis and production of non-literary text based on Common Core. The results for the 9th and 10th grade final grades do not coincide with the decrease as the assessments only evaluate a part of the 9th and 10th grade curricula.

SIG Form 5—Annual Student Achievement Goals in Mathematics

LEA Name	Los Angeles Unified School District				
School Name	San Fernando Senior High School				
CDS Code	19 64733 1937622				
Schoolwide, Grade Level, or Sub-group	Mathematics Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
10 th grade	CAHSEE Math Proficiency Scores	51.3%	55%	TBD	TBD
9 th grade	Students earning an A or a B in Math class based on individual teacher local formative and summative assessments.	11%	15%	16%	20%
Algebra I	District Interim Assessment	N/A	N/A	0%	5%
Geometry	District Interim Assessment	N/A	N/A	0%	8%
Algebra II	District Interim Assessment	N/A	N/A	0%	10%
11 th /12 th	AP Calculus (score of 3, 4, or 5)	22%	24%	TBD	TBD
Analysis					
<p>We identified a 5% increase in the number of Freshman rating proficient in Math over the previous year. We attribute this to our Summer Bridge program. We expect an increase in CAHSEE proficiency scores due to math teachers focusing on the CAHSEE, the on-line math CAHSEE program, and CAHSEE Saturday classes. This school year the Algebra I and Geometry students averaged 22% on the District's Interim Assessment. Algebra II students averaged approximately 12%. 0% of the students scored at the proficient rate as the new format of the test was Common Core-based. With the freedom afforded to the math teachers per the district memorandum, administration of the interim assessment was managed by the teacher in cooperative learning groups with the teacher prompting, guiding and explaining. It was deemed a "practice exercise" in preparation for the SBAC test. SFHS is utilizing the results of individual formative and summative assessments as our guide to student progress, as evidenced in student report card grades. The Math Dept. has created its own interim assessment so that SFHS will have an accurate gauge to compare data for this school year and next school year. This will be administered in May to coincide with the finalization of the adjusted departmental pacing plans and the traditional state testing window.</p>					

SIG Form 6—Program Evaluation of SIG Required Components

1. Briefly describe implementation of the SIG Required Components **in year one**. Describe progress made in implementing the selected intervention model and include a statement describing the greatest implementation challenges and strategies used to overcome the challenges.

There are no significant issues with the implementation of the Restart Intervention Model. In fact, we are pleased about the significant positive effects at San Fernando High School (SFHS). Upon confirmation that SFHS was awarded the School Improvement Grant, SFHS Administration and SFHS Instructional Leadership Team (ILT) members met with the LAEP's Program Director to discuss our formal EMO relationship, including the role and responsibilities of each party. SFHS now has a full time Learning Supports Coordinator (LSC) on campus who has formed an academic intervention team, has implemented various college and career readiness activities for our students, has organized various activities that support the social and emotional needs of our students and has continued the process of hosting monthly meetings with our community partners to leverage necessary resources for our students and their families. For example, the LAC supervised a one day ACE (Achievement and Commitment to Excellence) training provided to 450 freshmen. The LSC organized the two week Summer Bridge program for 120 incoming freshman. We hired a full-time Transformation Facilitator. SFHS personnel and LAEP personnel held interviews to hire the best candidate. The Transformation Facilitator has provided our Faculty with Professional Development on instructional rounds, purposeful grouping strategies, SBAC-aligned curriculum development, provides individual cognitive coaching to teachers and meets with our ILT on a bi-monthly basis in order to plan for upcoming Professional Development. The Transformation Facilitator also models specific facilitation strategies for the purpose of sustainability. The part-time Project Manager has provided Professional Development to our Academies on the creation of interdisciplinary lesson planning and has participated in our school's instructional rounds process. The LAEP staff meets with the Administrative Team every Friday to discuss the week's work, the next immediate steps and to discuss specific student needs and strategies to address these needs.

San Fernando High School continues to enroll students in grades 9-12. The San Fernando High School Community (faculty, staff, students, community partners, and parents) have embraced the School Improvement Grant due to the additional support for overall academic and school-climate improvement. We are not aware of any parents who have opted to send their children to another school due to our Restart Intervention Model. In fact, parents appreciate the additional services—intervention as well as enrichment programs—available for their children during the school day, after school and during the Summer.

San Fernando High School Staff and LAEP's Project Director created and entered into a Scope of Work agreement, which includes the defined five goal areas of the LAUSD Performance Meter—100% graduation; proficiency for all students; 100% attendance; parent, student, and community engagement; and school safety. The goal is to improve the overall graduation rate by 3% per year; increase the rate of 9th grade student matriculation to the 10th grade by 5%; increase student attendance rate so that at minimum 60% of all students attend 96% of the time; implement activities related to the social-emotional needs of students; increase school safety; and increase proficiency levels for all students, based on the upcoming Core Waiver accountability system. We are expecting an increase in the graduation rate due to the various intervention, credit recovery and enrichment opportunities that we are providing our students—both during the school day and after school. The graduation rate should also increase due to the specific services provided by our Intervention Team and by our Intervention Counselor. Students enrolled in the enrichment classes report that the enrichment courses help them explore different professions and career options available to them after high school and allow them to delve into the subject matter at a deeper level. Our parent, student and community engagement has increased as evidenced by parent participation in our various parent workshops (including a bilingual parent bridge program to 50 incoming parents) and the various programs facilitated by our Community Partners (including the Student Mentors program, wherein the 60 trained mentors assisted with orientation activities and the Summer Bridge program).

On September 5 and September 12, 2014, LAUSD SIG Office Personnel met with San Fernando High School Staff and LAEP Staff to produce and agree upon an EMO Assessment plan based on the Scope of Work. In December 2014, SIG Office Personnel conducted a SIG mini-audit, which consisted of interviewing the out-of-the-classroom SIG funded personnel regarding their progress to date, and of reviewing the overall status of the SIG budget. In March 2015, the LAUSD SIG Office Personnel met with San Fernando High School Administration and LAEP Staff to review LAEP's progress towards addressing the focus areas per the agreed upon EMO Assessment plan.

San Fernando High School increased the amount of Professional Development during “banked time Tuesdays” by two additional hours per month. Teachers met by department for two additional hours per month to continue the development of their respective pacing plans, to prepare for instructional rounds, to debrief and identify specific areas of need based on data gathered from instructional rounds and to identify effective research based instructional strategies, including purposeful grouping. The San Fernando High School Community of Practice Faculty (General Education and Resource Teachers) completed an additional 10 hours of specialized Professional Development in response to our identified Special Ed “Problem of Practice.” Department Chairs, Lead Teachers, Coordinators, Administration, members of the Instructional Leadership Team received, and will continue to receive, training from our school's EMO (LAEP) to provide sustainability at the departure of the EMO after 3 years.

Planned Professional Development was at times delayed or diverted due to District-mandated Professional Development conflicts: namely, Communities of Practice and Investment Schools Professional Development. In order to overcome this challenge, we will need to calendar all of the Professional Development dates before the beginning of next school year, make those PDs a priority, and adjust the PD calendar to accommodate District Mandated PD accordingly. Another challenge that has been identified is the performance level of the students assigned to the intervention math classes. The students are not performing at grade level, have difficulties with middle school level math, and have comportment issues. We have addressed these challenges by incorporating our Restorative Justice Teacher Advisor to intervene with the comportment issues and by assigning a mentor teacher to support our math intervention teachers. The math teachers and the math coach have worked on integrating lower-level math to bring those students up to speed. The 9th grade pacing plan was also adjusted to meet the needs of the students enrolled in the intervention math classes.

2. Provide evidence of progress in meeting the needs identified in the original application.

Our attendance rate has been improving. 69% of our students rate proficient/advanced in their attendance rate in the 2014-2015 school year to date (i.e. 69% of our students have 96% or higher attendance). This is an improvement of 8% from the 2013-2014 school year. Attendance has risen on average 1% per month when compared to the results for that month in 2013-2014. Our Pupil Services and Attendance Counselor has completed approximately 150 home visits and has held over 1,000 student/parent conferences this year alone to discuss and find solutions to attendance concerns. The PSA Counselor is also charged with locating/clearing students who are reported as enrolled but have been missing or never checked in. The PSA counselor calls student contact numbers to determine if missing students left the district, enrolled in another district school, enrolled in a Charter School, or left the state. The PSA meets with the Intervention Team on a bi-monthly basis, has made approximately 200 referrals to mental health agencies and has referred approximately 220 parents to parenting classes. The PSA also rewards students who have improved their attendance and/or grades. 900 students were invited to our Achievement Concert last semester. We will have another Achievement Concert in May.

The Intervention Counselor (IC) closely monitored and assisted 9th grade student progress toward matriculation to the 10th grade. The Intervention Counselor worked with approximately 50-75 at risk students with more than 3 fails per grading period. As part of the Intervention Team, the Intervention Counselor identified and interceded on “at risk” students’ behalf. The IC made multiple presentations each semester to the 9th grade student body concerning the importance of credit accumulation—opportunities for credit recovery and A-G requirements.

The Intervention Team (comprised of the Learning Supports Coordinator, the Intervention Support Coordinator, Pupil Services and Attendance Counselor, Intervention Counselor, Graduation Promotion Counselor) has focused on

attendance and A-G compliance, including ensuring that students pass with a C or better. With the understanding that all students and especially low-achieving students need 1-to-1 adult support, the Intervention Team developed a case management system and a class visit schedule. The Graduation Promotion Counselor and Intervention Counselor visit 9-10 grade classes on a regular basis each semester to review progress towards meeting A-G requirements and to assist students in filling out an Individual Graduation Plan and planning for the following semester. The Intervention Team will review the number of students retained to determine the efficacy of this strategy. Retained 10th graders (9Rs) and first year 9th graders with Ds and Fs are being case managed by the Pupil Services and Attendance Counselor, the Graduation Promotion Counselor, or the Intervention Counselor and monitored with “dailies” until their grades/attendance improve.

Two intervention English and math teachers were added to the master schedule. The ninth grade ELA and math intervention classes are addressing a critical academic need. The intervention teachers have reported that the students enrolled in their classes are noticeably well below grade level. The additional intervention time is used to address the specific academic skills that the students lack. At the beginning of the 2014-2015 school year, our SIG math teachers administered a diagnostic and the students scored, on average, at 26%. The students identified had several learning gaps, including: systems and equations, inequalities, operations with polynomials, number sense, functions, quadratics and solving word problems. These gaps were addressed in the pacing plan for those students. An additional area of focus was vocabulary development and responding to questions through writing in mathematics (CCSS). Students enrolled in the intervention math classes are making progress towards meeting the learning standards, as evidenced by teacher-created formal and summative assessments. On average, 31% of the intervention math students are at the proficient level so far this year, based on individual teacher formative and summative assessments. The two English intervention teachers administered a diagnostic test to their students early in the school year in order to identify their areas of need. Grammar, punctuation, academic vocabulary, reading comprehension and organizational skills in essay writing proved to be areas wherein the majority of the students needed intervention. Targeted instruction provided improvement in these areas for 72% of the students, as evidenced in the quality of their work. On average, 38% of the intervention English Language Arts students are at the proficient level so far this year-to-date, based on individual teacher formative and summative assessments.

Our General Ed and Resource Teachers received Professional Development on effective co-teaching models. Co-teaching has improved as these team teachers are now implementing strategic, research-based models that align to the specific lesson. In addition, our General Ed and Resource teachers are co-planning on a regular basis and submit evidence of their planning to the Administrator in charge on a weekly basis. These teams have also visited three schools that have Communities of Practice classes in order to enhance instruction at San Fernando High School. Our co-teacher

teams are scheduled to conduct peer classroom observations in May of the current school year, will provide each other with feedback based on the classroom observations and will debrief findings in order to identify specific focus areas for the 2015-2016 school year.

Every month our Intervention Support Coordinator (ISC) monitors and ensures that services are provided to students with disabilities as stated in their individualized Education Program. Those services include RSP, DIS Counseling, Speech Therapy, and Occupational Therapy. Every five weeks, the ISC prints out progress reports for all students with disabilities and distributes them to case managers. In addition, the ISC analyzes progress reports to ensure students are making positive academic progress. The ISC provides more intensive support to 10% of students with disabilities who have been identified as at-risk due to various reasons (grades, attendance, behavior, etc.). Interventions include mentoring, positive behavior support, and collaboration with teachers and/or other staff (PSA, Guidance Counselor, Deans, Graduation Promotion Counselor). At the beginning of the school year, the ISC analyzes all 12th grade students with disabilities to determine whether they are on track to graduate in June. Those students who are short on credits are given credit recovery options (North Valley Occupation Center, College Classes, ROP, online classes, etc.). At the beginning of the school year, the ISC focused interventions on 15% of students with disabilities who were in danger of dropping out. Some students were given alternative placement options due to various reasons (low credits, trancies, etc.). About half, 7.5%, of students identified at the beginning of the school year have made positive academic gains towards graduation.

The Career Counselor publicized and enrolled 90 students in Saturday ROP classes involving career preparation, such as working at banks, animal shelters and retail stores. The Career Counselor arranged twelve guest speakers to speak to approximately 550 students in the Academies on career possibilities in their chosen field. CTE counselors from Valley and Mission College, as well as representatives from North Valley Occupational Center, spoke to approximately 600 students about some of the CTE programs offered in nearby community colleges and occupational centers. The possibility of CTE classes and the development of clear career pathways for our students were also discussed. A result of these meetings was the offering of one additional CTE dual enrollment class—Introduction to the Administration of Justice, serving 40 students at SFHS this semester. Plans are now finalized to offer four additional CTE classes from Mission College during the Fall Semester of the 2015-2016 school year, which will serve approximately 160 students after school. The Career Counselor completed two grant applications to the California Career Pathways Trust in partnership with Mission College and Youth Policy Institute for the 2015-2016 school year to strengthen our CTE programs. The Career Counselor provided individual and group counseling for approximately 220 students to improve career awareness and choices available to them in different career fields. The Career Counselor initiated a work experience program for approximately 180 students including the development of a work experience class for high school credit.

San Fernando High School has increased the Advanced Placement class offerings from 9 to 19 this year and nearly doubled the number of students served from 251 to 476. The funding for two of the additional AP classes was provided by SIG. Students specifically requested an additional AP Calculus and an AP Spanish class. San Fernando High School will increase the number of AP classes to 22 in the 2015-2016 school year. Students taking and passing AP exams increased by 16% last year and we expect continued growth in this area, once the results are released. The enrichment classes serve 401 students and both students and parents welcome the availability of these classes, which include computer programming, culinary arts, auto-shop (after school), sculpture (after school) and graphic arts (after school).

San Fernando High School completed themed teacher cohorts in the Magnet and the Humanitas Futures Academy and additional cohorts in the other three Academies. Our new schedule for the 2015-2016 school year will accommodate increased teacher teaming.

School safety has improved during the 2015-2016 school year due to the addition of four part-time campus aides to our school. The campus aides have been strategically placed throughout the school in areas where students tend to congregate. 27 fewer students have been suspended this school year in comparison to the 2013-2014 school year.

We are expecting an increase in CAHSEE proficiency rate as well as CAHSEE pass rate due to the CAHSEE 360 Revolution program. Both students and teachers agreed that the program was helpful in preparing for the CAHSEE exam.

The Microcomputer Support Assistant troubleshoots and repairs teacher desktop PCs, laptops and printers, updates and maintains eight computer labs, in addition to the 24 computers in the Library. The Microcomputer Support Assistant troubleshoots and repairs network connectivity issues, which is crucial as student attendance is submitted electronically. In addition, the Microcomputer Support Assistant services and provides maintenance support to our SIG Smartboards. The services provided by our Microcomputer Support Assistant are invaluable considering the transition to computer based SBAC (Smarter Balanced Assessment Consortium) assessments, LAS Links language proficiency assessment and AP Spanish Language testing.

3. List goals not met in years one through three, including a brief analysis of the reason why these goals were not met.

As a Restart School in its first year, San Fernando High School experienced difficulties with students clearing absences on a regular basis. Problems with the My Integrated Student Information System (MiSiS) contributed to this as well as the loss of clerical positions at our site, and our alternating day schedule contributed to this issue as well. Our leadership

team established a “paper” process for remedying the issue, rather than relying solely on technology. The fact that faculty will see their students every day next school year should assist with clearing absences.

The San Fernando High School Faculty has not fully completed the process of compiling comprehensive school-wide Teacher Portfolios. However, implementation of the Teacher Portfolios during the 2014-2015 school year has been completed in two Academies, with the others completing the process early next school year. The Teacher Portfolio will consist of the Teacher and Learning Framework as a starting basis for elements of improved teaching; standards based lessons that show growth; student work that illustrates student progress; peer classroom observation feedback; instructional rounds debriefs highlighting the areas of focus for each specific department and the progress made within each focus area.

SIG Form 6—Program Evaluation of SIG Required Components

4. Describe proposed revisions to the approved SIG implementation chart for Cohort 3 Year 2 based on evidence and data from years one through three. Include specific steps planned to successfully implement and sustain the selected intervention model for each school served by the SIG.

San Fernando High School is proposing one change to the SIG implementation chart for year 2. Based on evidence/data provided by student, faculty, and stakeholder surveys, and analysis of student performance data, we felt it was in the best interest of the students to change from an 8 period to a 6 period bell schedule. Due to the change of the school bell schedule, we will increase learning time by the equivalent of 5 days in Carnegie minutes next school year. Given that students retain excellent credit recovery opportunities, diminished homework loads, and faculty having an increased focus on truancies by seeing their students every day, we feel that this is a move in a positive direction. An additional benefit would be an increase in the “purity” of our teacher cohorts, serving shared students, affording increased personalization opportunities for faculty and students alike. More opportunities for common conference periods would create wider implementation of our interdisciplinary lesson goals as mentioned in our Public School Choice 4.0 plan.

The members of the San Fernando High School Instructional Leadership Team (Faculty Leaders, Department Chairpersons, Lead Teachers, UTLA Chairs and Administration) received intensive LAEP training throughout the year in using data to organize targeted Professional Development to resolve student learning needs and the identification of those needs. ILT members are being trained as trainers and the LAEP-initiated PD retains all of the information in binders to be used in the future by San Fernando High School personnel when needed in the future.

SIG Form 10.3 - Restart Implementation Chart for a Tier I or Tier II School

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	San Fernando High School			
Required Components	Strategies	Start & End Dates (MM/YYYY)	Oversight	Description of Evidence
Fulfill all California requirements for converting to a charter school (if applicable).				
	N/A			
II-SIG 21: Create a locally-determined rigorous review process for the purposes of selecting a CMO or an EMO.				
	<p>The decision by LAUSD to allow Los Angeles Education Partnership (LAEP), a nonprofit EMO, to support the school's instructional program was made through a rigorous process of recruiting, screening and selecting Network Partners and according to the following criteria:</p> <ul style="list-style-type: none"> • Demonstrated track record of student achievement and capacity to design and manage a high-quality school. • Business qualifications: years as a nonprofit EMO; track record and experience with public school turnaround and transformation; depth and extent of local presence; relationships with community groups. • Personnel qualifications: background and professional qualifications of LAEP staff. • Financial viability of organization. • Experience implementing instructional strategies; performance on prior school transformation efforts. <p>LAEP passed this review and became a Network Partner.</p> <p>Year 1: Completed Year 2: Will continue</p>	07/2014 - 06/2017	LAUSD Office of Superintendent	<p>Performance data from LAUSD schools where LAEP has partnered in school transformation</p> <p>MOUs with schools and community partners</p> <p>Staff bios and résumés</p> <p>LAEP financial statements</p> <p>LAEP articles of incorporation, bylaws, IRS determination letter</p>
II-SIG 22: Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.				
	<p>The new San Fernando High School will continue to serve grades 9-12. All currently enrolled students will be offered a place at the new San Fernando High School. Incoming 9th grade students will utilize the Zone of Choice process, as required by LAUSD. If a family chooses not to send their child to San Fernando High School, they can ask LAUSD for an opt-out plan for a place at another LAUSD school.</p> <p>Year 1: Completed Year 2: Will Continue</p>	07/2014-06/2017	<p>LAUSD School Administration</p> <p>LAEP Project Coordinator- Director</p> <p>LAEP Transformation Facilitator</p>	<p>School enrollment records</p> <p>Parent requests for opt-out plans</p> <p>Evidence of submitted opt-out plans</p>

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	San Fernando High School			
II-SIG 23: Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.				
	LAUSD Board of Education to meet the defined five goal areas of the LAUSD Performance Meter. Annually, LAEP will submit a report on the performance of the school to the LAUSD board and superintendent. If the school is not meeting its annual targets, LAEP and LAUSD will work together to alter strategies as necessary. If the school does not substantially achieve the performance metrics in three years, the district and school can terminate the relationship with LAEP. Year 1: Completed Year 2: Will Continue	07/2014-06/2017	LAUSD LAEP President LAEP CEO	MOU between LAUSD and LAEP
VI-SIG 30: Optional Component				
II-SIG 14: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.				
	Each teacher and school leader will develop an Individual Growth Plan/Reflection Portfolio consistent with the LAUSD Teacher and Learning Framework. Subject-specific and school-wide Professional Development (PD) will be developed based on common goal areas related to teacher and school leader Individual Growth Plans (IGP). PD topics will include: unit development, lesson study, instructional rounds, growth toward school-wide interdisciplinary lessons, calibration of student work, rigor and relevance, pacing plans aligned to interdisciplinary units, SDAIE PD and co-teaching PD for Special Education and General Education teachers. Prior to the beginning of each school year, faculty votes on whether to extend unpaid PD time for the following school year, based on the following data: student needs/performance on standardized assessments, student grades, and individual growth plans. We have received waivers from UTLA and LAUSD in order to extend unpaid PD. The unpaid PD will be used for the creation of interdisciplinary units and lesson plans, integrating the theme of each Academy, project-based learning, and the Common Core. This prepares our students for Career/College Pathways. Subject-specific Advanced Placement (AP) training for teachers interested in teaching AP courses. English Language Arts (ELA) Professional Development time will be spent on revising instructional strategies, which will then be modeled and tested on select student groups. These PD sessions will be designed by the department chairpersons and members of the Vertical Alignment Committee. Teachers will meet on a weekly basis after school to ensure that the particulars of the plan are well understood and can be successfully implemented. In the immediate future, these strategies will be shared and implemented school-wide. Math PD will focus on rigorous instruction and SDAIE strategies to support student needs. Implementation and progress will be monitored through peer classroom observations and lesson study. Year 1: Completed Year 2: Will continue	07/2014-06/2017	ISIC Instructional Director Principal Administration School Staff LAEP Transformation Facilitator ELA Dept Chair Math Dept Chair Math Coach Local District staff	Individual Growth Plans Teaching and Learning Framework Professional Development Agendas Sign-in logs Training Certificates Master Schedule Conference Attendance forms and logs Student scores on in-house assessments designed to measure the effectiveness of revised ELA plans Math intervention curriculum ELA intervention curriculum Vertical Alignment Committee agendas Teacher logs

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	San Fernando High School			
II-SIG 15: Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.				
	<p>Create at minimum one complete cohort of teachers and students within each of our three themed Academies and our Ninth Grade House during the first year of implementation and increase the number of cohorts each year by adjusting the Master Schedule.</p> <p>Our current daily Bell Schedule (2014-2016) provides increased learning time by 8.6 days annually. Our Period 1-6 Bell Schedule for the 2015-2016 school year will consist of 65,864 minutes, which is the equivalent of approximately 2 days of additional learning time for all students. We will also offer classes during period 0 and period 7 and will offer 6 college classes after school.</p> <p>We will re-prioritize our school budgets to continue to support intervention, credit recovery, and Professional Development. Year 1: Completed Year 2: Will complete</p>	07/2014-06/2017	ISIC Instructional Director Principal Administration Leadership Team LAEP Senior Director Local District staff	Agendas Sign in logs Evidence of decisions made re staffing, calendars and budgeting Master Schedule Student logs Student grades Bell Schedule
II-SIG 17: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.				
	<p>San Fernando High School staff and our EMO will continuously use data to improve student achievement including graduation rates, proficiency rates on state assessments, attendance rates, and college/career readiness. We will create an Intervention Team comprised of the LAEP Transformation Facilitator, Learning Support Coordinator, Intervention Support Coordinator, PSA Counselor, Intervention Teachers (English and Math), Special Education Teachers, English Learners Teachers, and parents to meet regularly in order to ensure that the specific learning needs of our at-risk students are being met. The Intervention Team will analyze key data systems on a weekly basis to monitor progress of student achievement. Our goal is to increase the percentage of students who pass their classes with a C or better to meet the A-G requirements. The Intervention Support Coordinator and the LAEP Transformation Facilitator will be responsible for recommending interventions and developing targeted instruction. Common planning time, professional development and constructive feedback from classroom observations will allow for adjustment of instruction to meet the academic needs of individual students. Year 1: Completed Year 2: Will continue</p>	07/2014-06/2017	Principal Administration Department Chairs Lead Teachers LAEP Transformation Facilitator	LAUSD's Performance Meter of Student Achievement: Graduation Rate, Proficiency for all on Common Core assessments and CAHSEE, Attendance Rate, Parent and Community Engagement, and School Safety Meeting Documentation: Agendas, Sign in logs Home visit logs Counseling logs SARB/SART logs Summer School Student Rosters CAHSEE pass rates Student grades

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	San Fernando High School			
	<p>Intervention English and Math Teachers will teach recovery classes to at-risk students to better maintain a direct path in meeting graduation requirements. Data, including student grades, Performance Assessment Task results, Individualized Education Programs (IEPs) and formative and summative assessments indicate a need for intervention classes in English and Math.</p> <p>Smartboards and LCD projectors to facilitate student learning in recovery classes and enrichment classes.</p> <p>Intervention Materials--Composition notebooks for the support of English and Math intervention classes, Summer School and Summer Bridge program. Student planners for the support of our new organizational skill-building program for all students emphasizing study habits, monitoring pertinent dates, attendance, homework, etc. Poster boards, manipulatives, CDs, DVDs, media for the support of English and Math intervention classes, Summer School and Summer Bridge program.</p> <p>Microcomputer Support Assistant (MCSA) to directly support the technology needs of our intervention teachers and students (e.g., use of on-line recovery program, effective use of Smartboards and Revolution program). Year 1: Completed Year 2 : Will continue</p>	07/2014-06/2017	<p>Administration Intervention and Support Coordinator Intervention Counselor Admin in charge of Technology</p>	<p>Master Schedule Student work Student grades Classroom observations Stalls Work logs</p>
	<p>Intervention Support Coordinator will focus on monitoring and increasing student academic achievement of Special Ed students, as measured by student grades and state assessment scores.</p> <p>Revolution Prep to support struggling students in ELA, Algebra, Geometry and for CAHSEE preparedness</p> <p>Desktop computers and a high capacity printer for student use in the library so that students are able to access the Revolution Prep program and on-line learning for credit recovery, before school and after school.</p> <p>Year 1: Completed Year 2: Will continue</p>	07/2014-06/2017	<p>Principal Administration Department Chairs Lead Teachers LAEP Transformation Facilitator</p>	<p>LAUSD's Performance Meter of Student Achievement: Graduation Rate, Proficiency for all on Common Core assessments and CAHSEE, Attendance Rate, Parent and Community Engagement, and School Safety Meeting Documentation: Agendas, Sign in logs SARB/SART logs Student grades IEPs Student interview logs Assignment of Revolution Prep and on-line learning licenses</p>

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	San Fernando High School			
	<p>9th grade test results will be used to determine how well Exposition, Persuasion, and Literacy Analysis components of ELA 9th grade pacing plan align with CCSS; 10th grade test results will be used to determine how successful ELA 10th grade pacing plan is in building upon skills acquired in 9th grade; 11th grade test results will be used to determine how well the 11th grade pacing plan does in further developing the skills and knowledge acquired in the previous two grades. They will also be used to determine how well the plan prepares students for the composition of more complex essays on the CCSS exam. Our school currently has an effective math tutorial program, as evidenced by an improvement of student math skills. There is a need to expand our math tutorial program to serve an additional segment of our at-risk student population.</p> <p>Year 1: Completed Year 2: Will continue</p>	07/2014-06/2017	Principal Administration ELA Dept Chair Math Dept Chair Math Coach LAEP Transformation Facilitator	Statistical breakdown of student scores Periodic Assessments Student math scores on formative and summative in- class assessments Student grades
	<p>Given how well this year's 9th and 10th grade students performed on the first English Language Arts CCSS-aligned Periodic Assessment and how similar the Performance Task section of the CCSS test for 11th graders is to sections of our pacing plan, we will adapt our vertically aligned pacing plan as opposed to jettisoning it. When we engage in that process, we will continue to be mindful of the higher levels of Bloom's Taxonomy; quadrants B & D of the Rigor/Relevance Framework developed by the International Center for Leadership in Education; and "Academic Literacy" as defined by the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California--in addition to the Common Core State Standards.</p> <p>As per data analysis, we need to expand our current 9th grade math tutorial program and our 9th grade English intervention courses to serve a larger population of at-risk students.</p> <p>Year 1: Completed Year 2: Will continue</p>	07/2014-06/2017	Principal Administrators ELA Dept Chair Math Dept Chair Math Coach LAEP Transformation Facilitator	Hard and digital versions of revised, vertically aligned ELA pacing plans Math intervention curriculum English intervention curriculum Master Schedule

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	San Fernando High School			
II-SIG 18: Establish schedules and implement strategies that provide increased learning time.				
	<p>Increased learning time (ILT) will be available to all students during a 0 and 7th period for credit recovery and/or enrichment, utilizing the Edgenuity online program as well as dual enrollment college classes and enrichment autoshop and graphic arts classes.</p> <p>Summer Bridge Program for incoming 9th grade students (and their parents) who have low state assessment scores or earned an F in their ELA or math class. Will provide instructional intervention in English Language Arts and math for at-risk students transitioning from middle school to high school. Students will be able to familiarize themselves with the campus, staff, expectations, and school policies. Students will attend a study skills seminar and access social development support, as needed.</p> <p>Summer School will provide standards-based instruction for credit recovery and enrichment for students in grades 9-12, enrolled at San Fernando High School. Includes clerical, custodial and campus aide support.</p> <p>Common planning time is built into our Master Schedule so that cohorts of teachers will share a common conference period in order to facilitate collaboration between grade-level and subject-specific teachers. Common planning time will facilitate interdisciplinary collaboration specific to grade level.</p> <p>Year 1: Completed Year 2: Will continue</p>	07/2014-06/2017	Administration Leadership Team LEAP Transformation Facilitator	Master Schedule Roster of students attending 0, 7 period classes Roster of students attending Summer Bridge attendance rosters Summer School attendance rosters Summer School grades
	<p>Additional Advanced Placement (AP) courses will be offered to all students. These enhanced classes will better prepare our students for college work.</p> <p>Enrichment Culinary Arts teacher (ROP/LAUSD authorized) and supplies, materials, consumables, ingredients for the re-instatement of our Culinary Arts program. This program, eliminated approximately three years ago due to RIFs, was a major "feeder program" to the post-secondary Culinary Arts program at our local Mission Community College. We have a fully functional professional kitchen/culinary arts classroom.</p> <p>Enrichment Computer Teacher to provide students with computer concepts, programming, web design and film editing classes to enhance the Engineering and Design Career Pathways.</p> <p>Year 1: Completed Year 2: Will continue</p>	07/2014-06/2017	Administration Head Counselor Department Chairpersons Lead Teachers	Master Schedule Teacher Lesson Plans Student Work Attendance Rosters Student grades

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	San Fernando High School			
II-SIG 19: Provide ongoing mechanisms for family and community engagement.				
	<p>Pupil Services and Attendance Counselor (PSA) will assist in reducing student absenteeism, truancy and transiency rates while promoting dropout prevention and student recovery.</p> <p>Intervention Counselor will regularly monitor the academic progress of a select group of at-risk students (based on specific academic criteria, including grades) so that they successfully complete A-G requirements and matriculate to the next grade level.</p> <p>The Community School Coordinator (funded by a community partner) and administrator overseeing Community Partnerships will act as primary liaisons for new and continuing partners. Community members and staff will share information and advocate when appropriate via:</p> <ul style="list-style-type: none">o Resource Councilo SFNP Newslettero SFNP Monthly Calendaro SFHS Website and student announcements <p>Students will be provided with leadership and volunteer opportunities with Community Partners.</p> <p>Working with Title 1 and the Community School Coordinator, multiple agencies will provide ongoing parenting, parent engagement, and school readiness workshops.</p> <p>Health & Wellness Coordinator (funded by a community partner) and Medical Science Academy will host Annual Student Health Fair, open to all students and community health organizations. Partners and school staff will provide student-led Family Orientation for incoming students.</p> <p>Year 1: Completed Year 2: Will continue</p>	07/2014-06/2017	Administration Community Representative LAEP Community School Coordinator	Parent meeting logs Home visit logs Counseling logs Student Interview logs IEPs Meeting agendas Meeting minutes Attendance logs SFNP Newsletter SFNP Monthly Calendar SFHS Website
II-SIG 20: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).				
	<p>The LAUSD SIG Office will:</p> <ol style="list-style-type: none">1) oversee the implementation of the school plans;2) provide resource and technical support throughout the grant, along with monitoring and overseeing the ongoing evaluation;3) provide expert guidance and PD to support the curriculum and instruction, evaluate school performance against established SIG achievement goals;4) set benchmark data dates and gather and analyze report data;5) offer actionable recommendations for necessary changes and monitor the SIG budget implementation for each school. <p>Year 1: Completed Year 2: Will Complete</p>	07/2014-06/2017	LAUSD SIG Office Staff	LAEP Quarterly reports

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	San Fernando High School			
II-SIG 09: Provide appropriate social-emotional and community-oriented services and supports for students.				
	<p>As a Community School, SFHS is committed to serving the social-emotional, academic, leadership, and community needs of students by:</p> <p>1) Partnering with quality, effective community agencies to assist the school in identifying needed services for students, such as the ACE program (Achievement and Commitment to Excellence), funded by a community partner.</p> <p>2) Coordinating these services collaboratively under the leadership of LAEP and a community school coordinator.</p> <p>3) Continue working with current successful partners to support ongoing grants and funding.</p> <p>4) Engaging youth leadership development and ensuring that all students have access to mindful leadership opportunities both on and off campus.</p> <p>5) Networking with new or current agencies to meet the demands of identified student needs.</p> <p>A Career/College Counselor will align business partners with our themed Academies, facilitate career related activities, conduct resume writing workshops, arrange for and monitor student internships, conduct portfolio checks, college workshops, mock interviews, and organize a school-wide Career and College Day.</p> <p>Campus aides will improve the overall safety, culture and climate of the school, including an increase of in-class attendance.</p> <p>Year 1: Completed</p> <p>Year 2: Will continue</p>	07/2014-06/2017	Administration LAEP Community School Coordinator Deans Head Counselor	Agendas of Community Partner meetings Sign-in logs Evidence of student participation in socio-emotional/community-oriented programs Schedule of career/college activities and student rosters Work schedules Parent Surveys Student Surveys

SIG Form 4—Annual Student Achievement Goals in English-Language Arts/Reading

LEA Name	Los Angeles Unified School District				
School Name	Sun Valley Magnet School				
CDS Code	19 64733 6061600				
Schoolwide, Grade Level, or Sub-group	English-Language Arts (ELA)/Reading Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
6 th Grade	Springboard Grade level interim assessments used to identify student grade level proficiency rates. First administered in SY 2014-2015 Fall assessment focus: Narrative writing Spring assessment focus: Argumentative writing	n/a	57%	Fall: 52% Spring: 72%	75%
7 th Grade	Springboard Grade level interim assessments used to identify student grade level proficiency rates. First administered in SY 2014-2015 Fall assessment focus: Narrative writing Spring assessment focus: Argumentative writing	n/a	35%	Fall: 12% Spring: 23%	40%
8 th Grade	Springboard Grade level interim assessments used to identify student grade level proficiency rates. First administered in SY 2014-2015 Fall assessment focus: Narrative writing Spring assessment focus: Argumentative writing	n/a	45%	Fall: 38% Spring: 61%	65%
9 th Grade	Springboard Grade level interim assessments used to identify student	n/a	46%	Fall: 40% Spring: 57%	62%

Los Angeles Unified School District
Sun Valley Magnet School

	grade level proficiency rates. First administered in SY 2014-2015 Fall assessment focus: Narrative writing Spring assessment focus: Argumentative writing				
10 th Grade	Springboard Grade level interim assessments used to identify student grade level proficiency rates. First administered in SY 2014-2015 Fall assessment focus: Narrative writing Spring assessment focus: Argumentative writing	n/a	55%	Fall: 49% Spring: 90%	92%
Beginning Level	CELDT	14%	4%	14%	3%
Early Intermediate	CELDT	15%	15%	13%	10%
Intermediate	CELDT	40%	43%	43%	43%
Early Advanced	CELDT	27%	30%	24%	33%
Advanced	CELDT	5%	8%	6%	11%
ELA	CAHSEE	n/a	n/a	Scores not yet released	TBD
Grade 6	Scholastic Reading Inventory (SRI) is administered to LEP students to demonstrate progress towards reclassification. Students are assessed in academic reading skills, and are expected to score "Basic" or above according to their grade level. In 2014-2015, 290 LEP students were assessed.	n/a	n/a	16%	20%
Grade 7	SRI	n/a	n/a	19%	23%
Grade 8	SRI	n/a	n/a	17%	21%

Grade 9	SRI	n/a	n/a	17%	21%
Grade 10	SRI	n/a	n/a	30%	34%

Analysis

2013-2014 Periodic Assessments: Unfortunately, extremely limited data is available for analysis for the ELA in the 2013-2014 school year. While students were assessed via the district periodic assessment, the results and scores are only available for 210 LEP students, of which only 1 scored proficient. Results seem to be unavailable in the LAUSD MISIS system. In an effort to combat this lack of documentation, we have hired a UCLA Center X ELA coach as well as a Springboard/ELA coach to assist teachers in collecting, and analyzing data, as well as ensure proper documentation and follow-through in future assessments.

2014-2015 Springboard Assessments: Per this year's data, student ELA proficiency has grown extensively. By Spring semester, most students have met, and exceeded, proficiency expectations. There are many factors contributing to this success. Our new ELA coaches have been able to better track and maintain student assessment records. Our coaches have also been able to lead our ELA teachers through various assessment-focused professional developments. Teachers have been able to work together to come to a common consensus on grading and proficiency expectations by grade level. We have added ELA tutoring after school provided by our 9th and 10th grade ELA teachers. We also offer Saturday school intervention and support classes taught by various ELA teachers. These classes offer additional support for students ELA skills in achieving CCSS proficiency. Longer class periods and reduced classroom sizes have also allowed for ELA teachers to spend time focusing on specific aspects of the writing process and has given teachers more time to address each individual students needs on a daily basis.

CEDLT: Our CELDT scores have remained relatively constant over the last 2 years. We need to improve our English language proficiency results. We have begun working on improving our EL proficiency through the addition of LTEL support classes and class size reduction in the LTEL support classes. Also, we have offered holiday break EL focused sessions for our high school students in order to make-up missed class time hours and continue to work on their basic level reading, writing, listening, and speaking skills. Before and after school tutoring is also available for all EL students to continually improve their ELA skills.

SRI: This assessment is new this year. In February, we assessed only our LEP population for reclassification purposes. In May, we will be assessing our LEP population, for reclassification, as well as our 6th and 7th grade students for Fall 2015 placement assistance. Our initial administration data shows a very low percentage of students achieving "Basic" status on the exam, and an even lower percentage, 2% achieving "Proficient." This may be due to the students' first time use of the exam, but also due to the population tested, only LEP students. Moving forward, we will use this data to

assist our teachers in identifying necessary reading skills for improvement.

CAHSEE: Data will not be available until scores are released. SVMS administered the CAHSEE exam for the first time in March 2015.

SIG Form 5—Annual Student Achievement Goals in Mathematics

LEA Name	Los Angeles Unified School District				
School Name	Sun Valley Magnet School				
CDS Code	19 64733 6061600				
Schoolwide, Grade Level, or Sub-group	Mathematics Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
6 th Grade	Springboard Grade level interim assessments used to identify student grade level proficiency rates. Springboard first administered in 2014-2015 school year. Spring and fall assessments were based on 6 th grade CCSS.	n/a	41%	Fall: 34% Spring: 44%	50%
7 th Grade	Springboard Grade level interim assessments used to identify student grade level proficiency rates. Springboard first administered in 2014-2015 school year. Spring and fall assessments were based on 7 th grade CCSS.	n/a	35%	Fall: 14% Spring: 57%	63%
8 th Grade	Springboard Grade level interim assessments used to identify student grade level proficiency rates. Springboard first administered in 2014-2015 school year. Spring and fall assessments were based on 8 th grade CCSS.	n/a	35%	Fall: 15% Spring: 24%	32%
8 th Grade	Springboard Grade level interim	n/a	47%	Fall: 41%	86%

Los Angeles Unified School District
Sun Valley Magnet School

Algebra	assessments used to identify student grade level proficiency rates. Springboard first administered in 2014-2015 school year. Spring and fall assessments were based on Algebra CCSS.			Spring: 84%	
9 th /10 th Algebra	Springboard Grade level interim assessments used to identify student grade level proficiency rates. Springboard first administered in 2014-2015 school year. Spring and fall assessments were based on Algebra grade CCSS.	n/a	35%	Fall: 10% Spring: 39%	46%
Algebra 2	Springboard Grade level interim assessments used to identify student grade level proficiency rates. Springboard first administered in 2014-2015 school year. Spring and fall assessments were based on Algebra 2 CCSS.	n/a	63%	Fall: 58% Spring: 61%	65%
Pre-Calculus	Springboard Grade level interim assessments used to identify student grade level proficiency rates. Springboard first administered in 2014-2015 school year. Spring and fall assessments were based on Pre-Calculus CCSS.	n/a	80%	Fall: 77% Spring: 47%	80%
CAHSEE Math	California High School Exit Exam is administered to all 10 th grade students. Students are assessed in ELA and Math.	n/a	n/a	Scores not yet released	TBD
Analysis					
2013-2014 Periodic Assessments: Unfortunately, extremely limited data is available for analysis for Math in the 2013-					

2014 school year. While students were assessed via the district classroom task, results seem to be unavailable in the LAUSD MISIS system and teachers no longer have records of students' performances on the task. In an effort to combat this lack of documentation, we have hired a UCLA Center X math coach to ensure proper documentation and follow-through in future assessments.

2014-2015 Springboard Assessments: Per this year's data, student math proficiency has made some growth. By Spring semester, about half of SVMS students have met proficiency expectations. There are many factors contributing to this success. Our new math coach has been able to better track and maintain student assessment records. Our coach has also been able to lead our math teachers through various assessment-focused professional developments. Teachers have been able to work together to come to a common consensus on grading and proficiency expectations by grade level. We have added math tutoring after school provided by many math teachers. We also offer Saturday school intervention and support classes taught by various math teachers. These classes offer additional support for students' math skills in achieving CCSS proficiency. Additionally, we have implemented double block periods of math for some 6th and 7th grade students with previously low math grades. These longer class periods and reduced classroom sizes have allowed for math teachers to spend time focusing on specific aspects of the CCSS and has given teachers more time to address each individual students needs on a daily basis. We have also implemented double block periods for all algebra students in order to provide increased support for the new algebra CCSS.

CAHSEE: This was the first year SVMS has administered the CAHSEE exam. Data will not be available until scores are released.

SIG Form 6—Program Evaluation of SIG Required Components

1. Briefly describe implementation of the SIG Required Components **in year one**. Describe progress made in implementing the selected intervention model and include a statement describing the greatest implementation challenges and strategies used to overcome the challenges.

The additional 30 minutes of instructional time 4 days per week allowed Sun Valley Magnet School an additional 30 minutes per week of common planning/professional development time. During this time, teachers had the opportunity to collaborate and plan lessons by grade level, subject matter, and review/assess student data to inform instruction. The Instructional Leadership Team met monthly in order to effectively plan, create and implement Professional Development that aligns with the school and staff needs.

An additional full time college counselor was hired to meet the needs of High School students as well as provide students and parents with access to college information and graduation requirements.

Due to the a lack of proficiency in ELA and Math affecting our Special Education population, Sun Valley Magnet was identified as a CORE Waiver school. CST Trends results on the District's Performance Meter from 2008-2013 showed an average per year increase of 2.0% of all students in ELA, and 1.2 % increase in Mathematics. Our focus Low-Achieving subgroup (Students with Disabilities) showed an average per year increase of 1.2% in ELA, and 0.9 % in Mathematics respectively. As a result of this data analysis, three intervention teachers were hired to provide additional instructional support in the General Ed classroom as well as collaborate with teachers using the Co-Teaching model to ensure that the needs of our special education and at-risk students are met.

We also added the additional Psychological Social Worker (PSW) and Pupil Services & Attendance (PSA) Counseling time which has helped in the social adjustment of students dealing with trauma as well as a higher than district average student attendance. Our new Springboard curriculum has assisted in having a common core aligned math and English curriculum as well as common assessments.

Because of the District's strict hiring guidelines, one of the greatest challenges Sun Valley Magnet encountered was hiring a qualified college intervention counselor that could focus on working and meeting the needs our growing High School students. We have since overcome such challenge.

Based on the district's projection enrollment for next year, Sun Valley's Special Education population is expected to grow.

As a result, we are projecting a need for an additional RSP intervention teacher and would like to fund an additional position for year 2. The new RSP teacher will be working within our Core Waiver school to co-teach with the general education teacher to facilitate access to common core curriculum for at-risk resource students. In addition, the RSP teacher will be working specifically with RSP and Long Term English Learners in a smaller learning environment (learning center) that includes lower class size, continuity of instruction, as well as provide additional classroom support.

Because extremely limited data is available for analysis for ELA and Math in the 2013-2014 school year, Sun Valley Magnet School has hired UCLA Center X coaches in ELA, Math, History, (and *soon* Science) to address the use of data to drive instruction as well as ensure proper documentation and follow-through in future assessments. In Addition, the coaches will assist teachers in collecting, and analyzing student data, as well as work specifically with staff and teachers during professional development to provide ongoing assistance.

2. Provide evidence of progress in meeting the needs identified in the original application.

Teachers use Professional Development time to work in collaboration with their peers on best instructional practices for ELA and Math. Professional Development time is also used to write Project Based Learning units and lesson plans, as well as write common grade level teacher created/curriculum embedded assessments. In addition, teachers use Professional Development to grade, review, collect, and analyze student data to identify the areas of needs. Teachers use backwards planning to develop lessons that are designed to address the identified academic skills as well as cognitive demands of district/state assessments. This has helped tremendously with instructional quality.

In an effort to provide students with access to a rigorous instructional program, teachers take the assessments to have a more concrete understanding of the student tasks and potential challenges they may encounter. This helps develop lessons to clarify potential misunderstandings prior to administering the teacher created/curriculum embedded assessments.

Intervention opportunities such as before/after school tutoring, Saturday classes, and credit recovery classes (for high school students) are offered to resource, English Learners, and at-risk students who are not meeting grade level standards. Intervention is based on the students' level of performance as identified on their progress report card, annual CELDT scores, and teacher recommendations. Additionally, LTEL students are enrolled in an ELD support class during the regular school day so they can meet reclassification requirements and become fluent English proficient.

In Math, students have become more comfortable and better able to appropriately respond to multiple response questions. Based on the data from the Fall/Spring 2014-15 Springboard Interim Assessments, students are showing greater success with free response questions and have become more proficient at writing/explaining their mathematical thinking. Students still have room to grow with multiple standards, multiple answer, and free response questions. Teachers will specifically incorporate the multiple answers concept in their daily lessons. Teachers will ensure that students are always using the appropriate academic math vocabulary and its proper usage in their writing and their speaking. Students in pre-calculus struggled with the more abstract concepts of domain and range. A key finding was that introduction of technological tools such as graphing calculators would give students a more concrete view of the concepts. As a result, graphing calculators were purchased to assist students understand higher mathematical concepts and increase their depth of knowledge specifically in the areas of *domain* and *range*.

In English, students were assessed using the Springboard curriculum assessments, which measures students' progress towards mastering grade level standards. The fall Springboard assessment focused on assessing students' narrative skills based on common core grade level narrative standards. The spring Springboard assessment focused on assessing students' Argumentative essay writing skills based on their grade level common core standards.

Department data analysis showed that students with mastery of developing a thesis or idea for a narrative were more likely to attain proficiency on the short constructed response of the ELA Springboard assessments. A strategic approach to the instruction ensured student mastery of these skills as well as the appropriate structure to support it. Data analysis also showed that students who engaged in daily writing were more likely to have the writing stamina to successfully complete the written ELA Springboard assessment. As a result, teachers will be introducing daily quick writes as exit passes that allow students to explain their learning for the day and also practice their writing.

Sun Valley Magnet school highly encourages a college going culture amongst its students. A college and intervention counselor was hired to meet the academic needs of our growing high school student population as well as to ensure that students are on track for graduation and to prepare them for college success. Our college center provides students with vast amounts of college resources and information. Our college center is operated by UCLA's Vista volunteers, who on a regular basis, meet with students to assist them with additional college information. In addition, the college center conducts a yearly college and career fair to expose students to various careers and job opportunities. Academically, Sun Valley Magnet uses school-wide AVID strategies such as Cornell Notes, philosophical chairs, critical reading strategies, and Socratic seminars. As part of our AVID college going culture, students go on field trips to different colleges and universities once per semester.

Sun Valley Magnet has provided parents education workshops through the Parent Institute for Quality Education (PIQE) program, which educates parents on how to foster a positive education environment for their children both at home and at school. Through PIQE workshops, parents learn about how grades are used for college admittance, A-G classes needed as part of the college requirements, and how to navigate the college school system. PIQE workshops have tremendously increased our parent involvement and participation. This year, we have graduated over 200 parents that have participated in the program.

3. List goals not met in years one through three, including a brief analysis of the reason why these goals were not met.

We were not able to implement the Scholastic Reading Inventory or the Scholastic Math Inventory due to challenges with funding and also with delays with the vendor. Vendor also had problems with the data base system aligning to our district MiSiS student information system. Glitches have been worked out for the Reading and are being fixed for the math component. We will be able to give the end of year assessment in May 2015 as a baseline assessment for the years to come. We plan to begin the full implementation of a pre, mid, and post assessment for the 2015-2016 school year.

Issues with contracts also gave us a late start on our UCLA coaching services. The UCLA coaches work closely with our teachers (*individually as well as during professional development time*), school administrators, and students to develop a rigorous and caring college-going culture—one focused on learning high-level knowledge and skills and developing students' identities as readers, writers, mathematicians, scientists, and historians. An English and a Math coach have been contracted as of January with our partner UCLA providing the coaching services in ELA . The ELA coach from UCLA actually began in October as a partnership match to support teachers serving the lowest achieving students. We contracted the History Coach position as of April 2015 and hope to have a Science coach in place also for the start of the 2015-2016 school year. We will continue to fund all four coaching positions for next year to assist teacher improve teaching, and students' learning.

SIG Form 6—Program Evaluation of SIG Required Components

4. Describe proposed revisions to the approved SIG implementation chart for Cohort 3 Year 2 based on evidence and data from years one through three. Include specific steps planned to successfully implement and sustain the selected intervention model for each school served by the SIG.

Our ELA and Special Education students still need additional support. We are finding that full implementation of the co-planning co-teaching model requires an additional RSP teacher to allow for smaller group instruction with the identified ELA and Special Education population. While reclassification rate was average we still have too many Long Term English Learners and a high percentage of Special Education students needing Resource support. The additional RSP teacher will allow for their to be a full 6th, 7th, and 8th grade team with an English, Math, and Resource teacher working together to plan and teach resource students, some English Learners and some students needing intervention support. We currently have the 6th grade and the 8th grade but the 7th grade is not complete and their case loads of students are too high with each RSP teacher servicing about 26 students. The additional RSP teacher will allow for the case loads to be reduced to about 22 students per teacher.

In order to keep the co-teaching model sustainable, Sun Valley Magnet School will continue with smaller class sizes in the participating co-teaching class structure, provide professional development workshops, as well as align schedules for co-teachers to plan, implement, and review their co-teaching practices. In an effort to improve upon the co-teaching program development and implementation, SVMS will provide additional collaboration time on Monday's so teachers can plan activities that support core instruction to positively affect student outcomes. This collaboration time will also allow teachers to collect, analyze, and review student data to support the effectiveness of the co-teaching model. The Principal/School will ensure that participating staff receives appropriate support from our school and/or from the District to successfully maintain and implement the selected model.

SIG Form 7—Evaluation Systems (Transformation Schools Only)

Schools implementing the transformation model must use rigorous, transparent, and equitable evaluation systems that take into account data on student growth as a significant factor. See Section I.A.2(d)(1)(i)(B)(1) of the SIG final requirements. To satisfy this requirement, a teacher and principal evaluation system must take into account data on student growth as a significant factor in determining a summative rating (or performance level) for each teacher and principal in the school implementing the transformation model.

In the space provided, briefly describe how the LEA plans to meet the principal and teacher evaluation requirement of **taking into account data on student growth as a significant factor**. Include a description of the measures to be used, a timeline, and how staff is involved.

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (A) take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates, and (B) are designed and developed with teacher and principal involvement.

As part of the Doe v. Deasy court ruling, the LAUSD teacher and school leader evaluation systems allow for the use of multiple local measures when setting data-based objectives (see LAUSD-UTLA [Supplement to Article X](#) and LAUSD-AALA [MOU Regarding Evaluation Procedures](#)). As detailed in the teacher's contract, the applicable record of student progress and achievement comprised of individual SBAC, school-level Academic Growth over Time (AGT) and various non-SBAC-based multi-measure data sources are to be considered a significant but limited part of the overall performance evaluation rating. Similarly, for principals, the LAUSD-AALA MOU states that the evaluation process allows for review, discussion, and incorporation of school wide standards-based student achievement data and that additional data may be used.

For the Teacher Growth and Development Cycle (TGDC), teachers and principals can select supplemental/alternative data sources, such as:

- (i) Periodic/benchmark assessment data, where available and appropriate to the students and curriculum, such as Periodic Assessments and DIBELS, and other standards-based assessment data/student work samples, projects, portfolios;

- (ii) Assessment data that documents pupil performance, such as an Independent Reading Level assessment, Developmental Reading Assessment, Qualitative Reading Inventory, and the like;
- (iii) Pre- and post-assessment data, such as at the start and culmination of a semester or other unit of study;
- (iv) Curriculum-based examinations and similar culminating activities; and
- (v) For IEP students, various diagnostic assessments to measure progress toward previously-identified goals.

As well as school-level goals for student progress achievement, such as:

- (i) Attendance rates;
- (ii) Suspension rates;
- (iii) English Language Learner (ELL) progress and reclassification rates;
- (iv) Standard English Learner (SEL) progress;
- (v) Class grades and percentages of passing students;
- (vi) A-G course enrollment and passage rates;
- (vii) Graduation/Drop-out rates;
- (viii) Advanced Placement course enrollment and passage rates.

Similarly, for the School Leader Growth and Development Cycle (SLGDC), the LAUSD-AALA MOU states that “the initial planning sheets and initial planning conference...will include a review, discussion, and incorporation of school wide standards-based student achievement data” and that “additional data may be used,” including:

- (i) Attendance rates;
- (ii) Suspension rates by whole school and subgroup;
- (iii) English Language Learner (ELL) & Standard English Learning (SEL) reclassification rates;
- (iv) A-G course enrollment and passage rates;
- (v) Graduation/Drop-out rates;

- (vi) Advanced Placement course enrollment and passage rates;
- (vii) Class grades and percentages of passing students;
- (viii) International Baccalaureate exam passage rates;
- (ix) Formative assessment data such as Periodic Assessments and DIBELS;
- (x) School-designed standards-based student assessment data; and
- (xi) Gifted and Talented Education identification rates.

Both the teacher and school leader evaluation systems include a Data Based-Objective (DBO) set using district assessment data or other data available, as referenced in the agreements above. Educators evaluated during the current school year set a DBO for the year and engage in a goal-setting process to articulate expected student outcomes for an individual teacher or building-level for principals. Educators review student assessment data, write appropriate growth goals, and describe the strategies they will use to meet those goals. Educators then reflect on progress made on their DBOs during an end-of-year reflection process. Supervisors review the DBOs during the planning process, acknowledge approval during a planning conference, review end-of-year progress, and provide comments on the DBOs as part of the final evaluation process. It is the aim of the LAUSD to continue to bolster the quality and consistency of DBOs as both evaluation systems are implemented district-wide. Additional training will be provided to educators this upcoming summer to support educators in developing, designing, and implementing DBOs that assess student growth.

At LAUSD we are committed to continuous improvement; therefore, we solicit educators for input regarding changes to the evaluation systems. Results from SY2013-14 implementation of DBOs were used to inform improvements to the process for subsequent years. Qualitative analysis was conducted on a sample of 450 DBOs to surface themes and trends in quality. As a result of this analysis and additional feedback gathered from the field during trainings, focus groups, etc., the DBO template provided to educators was updated for the 2014-2015 school year to improve the quality of the DBOs submitted and to clarify requirements for submission. The updated template requires educators to describe: the core content that is covered by the objective; their students' baseline performance data; the type of assessment or student work that will be used to measure student performance; expected student performance outcomes; the instructional strategies that will be used to help students achieve the objective; and the action steps they will take to implement their strategies. Furthermore, we have engaged researchers at the University of Southern California to conduct an independent program evaluation of our work, which includes district-wide surveys and case study interviews. For the 2014-15 school year, we plan to solicit feedback from participants (teachers and administrators) through an end-of-year survey in order to make further improvements to the process. In addition, USC will continue to conduct educator interviews as part of their

case study/program evaluation work.

The timeline of implementation was not changed as these contractual agreements were implemented following the court ruling in December 2012. A tentative agreement between the District and United Teachers Los Angeles (UTLA) was signed in April 2015. If approved, a committee of District and labor partners will meet to collaborate to continue to improve the evaluation process for all of our educators.

SIG Form 10.2 - Transformation Implementation Chart for a Tier I or Tier II School

LEA: Los Angeles Unified School District				Date: May 15, 2015		
School: Sun Valley Magnet School						
Required Components	Strategies			Start & End Dates (MM/YYYY)	Oversight	Description of Evidence
II-SIG 10: Replace the principal who led the school prior to the commencement of the transformation model.						
Principal Replacement*	<p>This process was completed through the PSC process and the magnet implementation. When the school transitioned into a magnet schools site all certificated staff were required to reapply for their positions. This included the seated Principal, Mr. R.F Lee. The hiring process was conducted by the Administrator over the Intensive Support and Innovation Center (ISIC) schools. Mr. Lee was one of the candidates applying for the Principal position and ultimately selected.</p> <p>Year 1: Completed Year 2: Will continue</p>			Originally Assigned 7/1/2011, school was transformed into magnets, Principal re-appointed 5-1-13.	ISIC Local District Staff	Human Resources
Principal name	Roberto F. Lee	Hire date	7/1/2011			
<p>*LEAs that retain a principal hired within the last 2 years should be able to demonstrate that: (1) the prior principal in the school at issue was replaced as part of a broader reform effort, and (2) the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.</p>						

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
II-SIG 11: Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor that are designed and developed with teacher and principal involvement.				
Principal and teacher involvement	<p>In April 2009, the LAUSD Board of Education passed a resolution calling for the creation of a Teacher Effectiveness Task Force (TETF) to examine successes and challenges related to employee performance and development. The TETF, including educators, labor representatives and parents, made recommendations in five connected areas: evaluation, support mechanisms, tenure, differentiated compensation, and legislation. These recommendations called for a more meaningful performance review system that is tightly aligned to professional development available to educators, which informs a broader talent development/human capital framework. In 2010-11, components of the new evaluation system (called Educator Growth and Development Cycle, "EGDC") were developed for SIG Cohort 1 schools. SIG teachers and administrators provided feedback on the Teaching and Learning Framework, School Leader Framework, the professional development trainings, and stakeholder surveys. This feedback from SIG principals and teachers informed the 2011-12 Initial Implementation Phase (IIP) of the new teacher evaluation system, which was a voluntary pilot of the new formal observation system in 47 schools across the District. In turn, the feedback from IIP participants helped inform the district-wide pilot of TGDC (Teacher Growth and Development Cycle) in 2012-13, in which all district schools each had at least 1 administrator and teacher going through an observation cycle and giving feedback on the process. By 2013-14, the District implemented TGDC district-wide in lieu of the old evaluation system as well as piloted the School Leader Growth and Development Cycle with over 60 principals. The Talent Management Division, which oversees EGDC implementation, continues to collect feedback from teachers and administrators. For 2015-16 the Office of Professional Learning and Leadership Development will oversee the evaluation system, which is now entitled Educator Development and Support : School Leaders and Teachers</p> <p>Year 1: Completed</p> <p>Year 2: Will continue</p>	Started 8/2011	Chief, Division of Intensive Support and Intervention; Executive Director, Talent Management, Office of Professional Learning and Leadership Development	Talent Management Website Teacher Effectiveness Task Force Report Feedback surveys and reports Training materials and presentations SIG MOUs My Professional Growth System (MyPGS)My Professional Growth System is the District's web-based technology platform used to provide regular evaluation documentation for educators being evaluated.

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
Data on student growth	<p>In 2011, the District unveiled its new Academic Growth over Time system of measuring student learning gains in order to help teachers and administrators understand how much progress individual students have made on standardized tests from one year to the next. AGT is based on a value-added approach that controls for a student's performance from the prior year, along with information about external factors that often influence test results, to compute expected performance. This provides a more complete picture of student learning because AGT compares a student's actual performance to his or her expected performance, giving us a sense of the growth made in addition to expected learning gains in a given year.</p> <p>AGT also allows educators to examine the impact of schools and educators on students' learning outcomes by combining the value-added results for groups of students in the same classrooms and schools. The Board of Education and the Superintendent have been committed to the selection of the most relevant and accurate statistical model to compute school-level AGT results for use by our schools and educators. AGT results represent one piece of useful data that has helped deepen understanding of the complex picture of student learning. Once the State's accountability system has made the shift to using Common Core-aligned assessments, AGT will follow suit. In addition, LAUSD is part of the CORE Waiver consortium through which participating LEAs have committed to including at least one significant component of teacher and principal evaluations based on a measure of student academic achievement and growth.</p> <p>For 2015-16, as detailed in the teacher's contract, the applicable record of student progress and achievement comprised of individual SBAC, school-level Academic Growth over Time (AGT) and various non-SBAC-based multi-measure data sources are to be considered a significant but limited part of the overall performance evaluation rating. For principals, the LAUSD-AALA MOU states that the evaluation process allows for review, discussion, and incorporation of school wide standards-based student achievement data and that additional data may be used.</p> <p>Year 1 : Completed Year 2 : Will continue</p>	Started 4/2011	Executive Director, Data and Accountability; Director, Performance Management	AGT website CORE Waiver application Board reports and informatives Training materials and presentations

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
Multiple observation-based assessments	<p>At the heart of the District's Educator Growth and Development Cycle is a multiple measures evaluation system comprised of Observation of Practice, Stakeholder Feedback, Contributions to School Community, and Contributions to Student Learning Outcomes, all based on our Teaching and Learning Framework. Observation of Practice is the largest component of the evaluation process and involves multiple cycles of collecting objective, qualitative data, tagging and scoring the data according to rubrics, and conducting coaching conversations to identify areas of strength and growth. Stakeholder feedback collects data from students, parents, and teachers on classroom and school climate. Contributions to Student Learning Outcomes takes into consideration various measures of student performance, including but not limited to Academic Growth over Time. And lastly, Contributions to School Community acknowledges the impact that teachers and administrator have on students beyond instruction and the classroom.</p> <p>For 2015-16 the evaluation process for educators will include multiple observations conducted by trained and certified observers using the Teaching and Learning Framework (TLF) and the School Leadership Framework (SLF), both aligned to the California Standards for the Teaching Profession. Evidence is scripted in the district's My Professional Growth System (MyPGS) platform that includes a coordinated reflection on practice and actionable feedback. Educators meet with supervisors to receive feedback on practice and to discuss strategies to improve student outcomes.</p> <p>Year 1: Completed Year 2: Will continue</p>	Started 8/2011	Chief, Division of Intensive Support and Intervention; Executive Director, Talent Management Office of Professional Learning and Leadership Development	Talent Management website Board reports and informatives Training materials and presentations My Professional Growth System (MyPGS) My Professional Growth System is the District's web-based technology platform used to provide regular evaluation documentation for educators being evaluated.
Ongoing collections of professional practice	<p>The District is using MyPGS (My Professional Growth System) by True North Logic to help manage the evaluation process and provide a platform for teachers to develop a portfolio of professional practice so they can track their own professional growth over time. Because teacher evaluation is just one side of the Educator Growth and Development Cycle, the District has also started to pilot in 2013-14 a learning management system called My Personalized Learning Network (MyPLN) for teachers to share best practices and seek professional development that is tailored to their individual needs and interests. Year 1: Completed Year 2: Will continue</p>	Started 8/2011	Chief, Division of Intensive Support and Intervention; Executive Director, Talent Management; Executive Director, Human Capital Initiatives Office of Professional Learning and Leadership Development	Talent Management Website Human Capital Initiatives Website MyPGS Website MyPLN Website

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
II-SIG 12: Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.				
Identify and reward	<p>Sun Valley Magnets will Identify and acknowledge all school leaders, teacher teams, and other staff who contribute to increased student achievement and, later high school CAHSSE pass rates and high school graduation rates. The types or forms of rewards will be decided collaboratively by all stakeholder groups for those teachers and students to take extra imitative to share their innovative lessons through their departments, to the whole faculty, parent groups, community groups and feeder elementary schools.</p> <p>Teachers and staff meeting and/or exceeding the district's goals for attendance will also be acknowledged.</p> <p>The school will archive and publicize student and teacher acknowledgements within the school site as well as through community media resources. The Principal, along with the Administrator over the magnet program, Magnet Coordinator and Teacher Leaders will lead the development of community partnerships to support student and teacher work including, but not limited to, tangible, or in-kind acknowledgements of teachers.</p> <p>Year 1: Completed Year 2: Will continue</p>	Start - 2014-15 End - 2017-18	School staff, ISIC, Parent and Community Stakeholders, Local District Staff	Teacher evaluation protocol, published public acknowledgements, monetary compensation
Opportunities to improve professional practice	<p>All staff will have opportunities to attend conferences and workshops specific to the school's instructional initiatives (PBL, AVID, Project Lead the Way, RTC and their content area. In addition all teachers will have the opportunity for other, differentiated professional growth opportunities based on interest and needs. This may include conferences with a broader spectrum such as the California Middle Schools conference, California High Schools conference, CUE (Computer Using Educators) or ISTE (International Society for Technology Education) to gain ideas for cross curricular, thematic or integrated lessons. Teachers in need of refinement, in collaboration with Administrators and Teacher Leaders, will identify Professional Development opportunities around the need of the specific teacher and their targeted students.</p> <p>Year 1: Completed Year 2: Will continue</p>	Start - 2014-15 End - 2017-18	School Administrators, Teacher Leaders, ISIC, Local District Staff	PD participants sharing information with rest of the teacher community and school decision making bodies. Conference attendance forms and records providing evidence of growth opportunities.

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
Identify and remove	<p>Teachers identified as needing additional assistance will be provided multiple supports for improvement by administrators, teacher leaders, coaches and department chairs to assist in protocols for reflection and refinement of their practice in order to increase student engagement and academic achievement. In addition, teachers will be provided opportunities to attend workshops and trainings to develop in their areas of need such as: curriculum, classroom management, school initiatives and student engagement. Teachers failing to engage in reflection and refinement of their instructional practice, overtime, as reflected on the district's TGDC, and/or with students failing to show academic growth based on achievement tests and other forms of data will be identify and removed.</p> <p>Strategies to identify their inabilities may include: evidence of guidance and assistance, artifacts from professional development opportunities; district teacher evaluation tools and analysis of student data.</p> <p>Year 1: Completed Year 2: Will continue</p>	Start - 2014-15 End - 2017-18	School Administrators, ISIC office, Local District Staff	District teacher evaluation tools.
II-SIG 13: Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school.				
Recruitment	<p>The Principal created an outreach process to local universities and state colleges (UCLA, CSU Northridge, CSU L.A., USC) as a means of recruiting new teachers. This includes direct communication with the college department chairs (math, science, engineering) in addition to the schools of education. This outreach provides the opportunity to articulate the goals and vision for the magnets. Future staff may be recruited from college students assigned to the school to complete their student teaching requirement. Finally, the school will use the district and school web page to advertise for candidates reiterating the magnet's focus and vision.</p> <p>Year 1: Completed Year 2: Will continue</p>	Start - 2014-15 End - 2017-18	School Administrators; Magnet Staff, Magnet Coordinator	Artifacts recording recruitment efforts will be maintained. Schedules of interviews and interview panels will be maintained.
Placement	<p>Vacant teaching positions will be identified for the specific magnet where there is a need. In collaboration with the Principal, representative teachers from the magnet, as well as the UTLA Chapter Chair, will be included in the interview process to articulate their vision for the students in their program and make recommendations for the selection of the candidate as a "fit" for their magnet team and the whole school site. The Principal will make the final placement.</p> <p>Year 1: Completed Year 2: Will continue</p>	Start - 2014-15 End - 2017-18	School Administrators; Magnet Staff, Magnet Coordinator	HR records of teacher assignments to the school.

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
Retention	<p>Through teacher surveys and discussions teachers indicate that beyond monetary acknowledgements, job satisfaction comes from feeling supported in their work with students. This includes those students struggling to be successful due to such things as social, emotional, familial or mental issues that impede academic access. Teachers favor the funding and assistance from experts in the field and support personnel such as: Attendance Counselors, Psychiatric Social Works, Nurses, and School Psychologists. Teachers want time to collaborate with these support personnel to assist in meeting student's needs, in the school and within the community, during the regular school day and year through both formal and informal means. The formal means of information sharing with support personnel and services may include speaker forums, staff meetings, professional development and community walking field trips to resource centers. Teachers want to develop an environment of trust with their peers and other staff through the use of conversation and discussion protocols whereby they can share their effective practices as well as their own areas that need further refinement.</p> <p>Year 1: Completed Year 2: Will continue</p>	<p>Start - 2014-15. through the span 6th-12th grade model the process of reflecting on student needs and instructional effectiveness will be ongoing beyond the life of the grant.</p>	<p>School Administrators; Magnet Staff, Magnet Coordinator</p>	<p>Teacher surveys will taken twice a year will provide feedback on teacher satisfaction and critiques regarding opportunities for collaboration. Data on teacher turn over will be use as retention evidence, factoring in normal attrition such as retirement, family relocation or electing to leave the profession for other career interests.</p>
II-SIG 14: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.				
<p>Sun Valley Magnets will provide ongoing high-quality professional development at large, with an emphasis on STEAM and middle school to high school transitions.</p>	<p>Professional development will be scheduled on a regular basis throughout the school year, and additional compensated professional development will be scheduled during summers and on weekends. PD plan includes the following: (1) PBL, Project Lead the Way (technology based), RTC, AVID, all specific to the current initiative; (2) team-building and effective communication skills focused on student-centered instructional reflection, data analysis and interpretation, protocol benchmarks, and peer support through instructional rounds and cognitive coaching; (3) specific concentrations related to individual magnet or support staff; (4) student support training by counselors, social workers, attendance counselors and psychologist on adolescent development, the college bound culture, student transitions from elementary to middle school and middle school to high school, and effective parental engagement and access to network of community based support resources.</p> <p>Year 1: Completed Year 2: Will continue</p>	<p>Start - 2014-15 End - 2017-18</p>	<p>School Administrators; Magnet Staff, Other teacher leaders</p>	<p>Documents reflecting evidence of attendance in PD. Increase in district, state or teacher generated student assessments. Group memories of meetings. Schedules of peer observations. Evidence and show casing student work such as culminating projects in PBL.</p>

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
II-SIG 15: Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.				
	<p>The school day will be extend by 30 minutes a day. The school has added a 7th to provide an extra period for enrichment for all students including students that need intervention classes. The addition of the 7th period created a need for additional minutes to continue daily classroom procedures for informal assessments via "exit tickets". The additional time will also extend teachers' common conference period to meet during the school day to address students' needs using assessments, differentiation and/or on-time interventions. A 2-day, modified, block schedule is in place for extended activity time. based on teacher surveys and student needs, more block time may be implemented. More time is needed for all teachers to meet beyond the school day and school year for training and reflecting on the progress and support of school initiatives eg. PBL, RTC and intervention. This time will also provide articulation with support services staff (attendance counselor, psychiatric social worker etc.) to design supportive services for at-risk students, struggling students and families, English Learners, students with special needs as well as enrichment activities for all students including gifted and talented students.</p> <p>Year 1: Completed Year 2: Will continue</p>	Start - 2014-15 End - 2017-18	All stakeholder groups including classified	Agendas and sign-ins. Ongoing stakeholder satisfaction surveys to monitor effectiveness and areas in need of refinement. Records of student progress within intervention programs and the application of skills in cross curricular projects/PBL. Common planning schedules and outputs.
II-SIG 16: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic standards.				
Develop screening criteria	<p>Upon the implementation of new textbooks, programs and instructional activities such as Project Based Learning and Common Core Standards teachers will utilize research based models such as the Reflective Teaching Cycle (RTC) and Instructional Rounds to analysis instructional successes and areas in need of refinement. From this information teachers and staff will make modifications or increase successful strategies to ensure student success. As a span school this analysis will provide information for continuity of instruction and assessment throughout the grades. Teachers analysis will be weighed against state and federal standards of assessment and achievement.</p> <p>Year 1: Completed Year 2: Will continue</p>	Start - 2014-15 End - 2017-18	School Administrators; Magnet Staff, Magnet Coordinator	Records of attendance at professional development focused on data analysis. Attendance at team meetings addressing differentiation, assessment and intervention. Design and implementation of effective assessment tools. Drop out rates, matriculation rates (middle to high school) student transfer rates.

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
Evaluate research base and alignment of current program	<p>The current school district instructional program is centered around content knowledge utilizing national Common Core Standards. The themes of the new magnets reflects research regarding employment trends for future workplace needs: science, technology and engineering. Strong Project Based Learning activities embed tenets of 21st Century skills including: work ethic, communication skills critical thinking, collaboration and global and community engagement. Combining content, common core, STEAM and Project Based Learning this will provide an engaging learning experience for all students. The means of evaluation will include training, participation and reflection around problems of practice including Instructional Rounds, Critical Friends, Lesson Study and student showcase of their work at open forums such as staff meetings. Parent input will utilize existing means such as the mandated decision making groups, Coffee with the Principal and surveys. Student surveys will be taken at least once a year to determine their feelings regarding ownership of their education, and safety and support within the school. In addition, the SIG 3 team will meet on a regular basis to address and evaluate the SIG 3 grant goals and make recommendations to the Principal as needed.</p> <p>Year 1: Completed Year 2: Will continue</p>	Start - 2014-15 End - 2017-18	School Administrators; Magnet Staff, Magnet Coordinator, District Magnet Office	Records of student showcases, sharing teacher design PBL, comparison of student projects as individuals matriculate through to graduation.
Identify a new instructional program or revise current program	<p>Prior to the implementation of the magnet programs the school functioned as a comprehensive middle school. Teachers often worked in isolation or in their content department as the purveyor of knowledge. Students were charged with learning about things, facts, or concepts. The newly formed magnets create a smaller, personalized learning experience for students with a focus on STEAM. Project Based Learning (PBL) or, as some refer to it, problem based learning activities, will drive future learning environments for students. In the design, development and implementation of PBL activities teachers will be charged with learning skills (RTC, Critical Friends) for collaborative planning and assessment of their work; learning how different contents connect with their own in authentic, meaningful ways; learn to guide students to take ownership of their own learning; learn to seek feedback to improve teacher's projects for their students through engagement in peer consultancy (RTC, Critical Friends protocols). Through the use of identified evaluation systems and data: stakeholder surveys, discussion forums, examination of student work, achievement data, drop out rates, high school graduation rates, as well as staff logs regarding their participation in the schools reform initiative e.g. (PBL, Reflective Teaching Cycle, AVID activities), the SIG 3 Team will make recommendations regarding sustaining some efforts and revising others. These recommendations will be shared with all stakeholder groups.</p> <p>Year 1: Completed Year 2: Will continue</p>	Start - 2014-15 End - 2017-18	School Administrators; Magnet Staff, Magnet Coordinator	Evidence is reflected in parent and student interest in the magnets by applications and acceptance. Other means will include evidence of student retention throughout the grades and sibling enrollment. Records of dual enrollment or enrollment in blended learning models at the high school level. Models.

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
Implement new or revised instructional program	<p>During the restructuring and implementation of the school into magnets a block schedule and 7th period was put into place to provide differentiation, intervention and enrichment within the confines of the current instructional minutes. By extending the school minutes beyond the current timeframe students will receive more time for learning, intervention classes (eg. a double block of math or English) and enrichment. Time to evaluate and reflect upon new structures or revisions is currently done within the current teacher schedule but more time is needed beyond the regular school day and year with compensation. Extended PD time will provide time for teachers to collaborate, plan and evaluate their PBL projects. They will use project rubrics, student project contracts and student reflection pieces to evaluate their expected outcomes and refine their work. As the high school span is completed, student needs' for enrichment or extended learning may included blended learning or dual enrollment in nearby community colleges for accelerated learning or credit recovery . Grant funds will boost the school into action. SpringBoard common core aligned consumable material. This material is part of our systemic reform and supports the Springboard training teachers attend over the summer. Materials are to support students in English and Math.</p> <p>Year 1: Completed, Year 2: Will continue. 3 teachers were funded in year 1 to provide additional classes during the day for intervention. There is a greater need for intervention during the day so we are adding a 4th teacher to be funded through SIG funds.</p>	Start - 2014-15 End - 2017-18	School Administrators; Magnet Staff, Magnet Coordinator, District Magnet Office	Master class schedules reflecting revisions and inclusions of interventions and enrichments for students. Students showcase of their completed PBLs. Records of PD attendance in stated initiatives: Collaborative learning techniques, PBL design, observations of PBL products.

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
II-SIG 17: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.				
Sun Valley magnets will promote the ongoing use of student data, formal and informal, formative and summative to address academic needs of all students.	Teacher Leaders, including Instructional Specialists, Coaches, and Department Chairs, will guide and support teachers at least three times a year beyond the regular school day to analyze assessments and differentiation to determine effectiveness and the impact on student progress. Attendance rates have decreased to 95.6 as the school has seen an increase in truancy rates and health related absences. Emphasis would be placed on increasing attendance rates. In addition, student support staff such as the PSA Counselor, Psychiatric Social Worker, Nurse, Intervention Counselor and College Advisor will analyze student data and records to determine needs that impact their learning. Then they will find and share supports and resources for individuals and their families at the school site and within the greater community. Quality assessment tools for assessment and placement may include use of technology software and programs such as ALEKS for math or the Scholastic Reading and Math inventories. A Summer School Program will offer credit recovery and CAHSEE prep to high school students and Intervention Classes will support English Learners and Special Ed. Resource students. PSAT tests will provide detailed reports on students' academic skills to inform teaching and learning and support greater AP participation and performance for more students, which will in turn motivate students, provide access to a more rigorous instructional program and support them towards greater college access. Year 1: Completed, with the exception of a delayed start on assessments due to late start with funding and delays with vendor. Only the end of year assessment was done with Scholastic Year 2: Will continue	Start - 2014-15 End - 2017-18	School Administrators; Magnet Staff, Instructional Support Staff including Coaches, and the Title 1/English Learner Coordinator	Documents that evidence participation in Professional Development. Records of data analysis.

LEA: Los Angeles Unified School District				Date: May 15, 2015		
School: Sun Valley Magnet School						
II-SIG 18: Establish schedules and implement strategies that provide increased learning time.						
	Increase by Day	Increase by Week	Increase by Year			
Core	30	150	5400	August 2014 – June 2017	Principal; AP; Certificated Staff; Classified Staff	Master Schedule Bell Schedule Payroll
Enrichment	30	50	1800	August 2014 – June 2017	Principal; AP; Certificated Staff; Classified Staff	Master Schedule Bell Schedule Payroll
Collaboration		90	3240	August 2014 – June 2017	Principal; AP; Certificated Staff; Classified Staff	Master Schedule Bell Schedule Payroll Sign-ins Agendas
Total Unduplicated Time	30	240	8640	Year 1: Completed, Year 2: Will continue.		

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Sun Valley Magnet School				
II-SIG 19: Provide ongoing mechanisms for family and community engagement.				
	Teacher teams will be acknowledged and supported in their efforts towards outreach and parental involvement. The primary source of collaboration will begin with the Magnet Coordinator, the Title I Program Coordinator and the school Parent Resource Liaison . These activities may include: family learning nights in content areas, or showcase of student work to community partners and parents with supportive feedback to students, especially at the culmination of Project Based Learning Activities. Community partners will be identified and invited to share information about their support services to families. Parent Institute for Quality Education (PIQE) will be expanded to provide more opportunities and involve more parents. In addition, a Summer Orientation Program for assessment, placement and goal setting, lead by teachers and other staff, will be scheduled for new 6th and 9th students and families to prepare for middle school and high school expectations. A Nurse will provide health-related services, parent in-service training, and staff development. The Nurse will be available to screen all students for health issues and services, communicate with the community resources, and train and educate parents and staff on how to create a healthy environment and lifestyle that will improve student attendance, focus and influence student achievement in a positive fashion. Year 1: Completed, Year 2: Will continue with the exception of the Parent Resource Liaison. We have 5 other community representatives through other funds that can lead all of the parent activities. The savings from the position will be applied to another resource teacher to provide intervention classes.	Start - 2014-15 End - 2017-18	Title 1 Coordinator, Parent Center Director, Administrative staff, Magnet staff	Attendance sheets at parent functions. Completion rates of PIQE program.
II-SIG 20: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).				
	The LAUSD SIG Office will: 1) oversee the implementation of the school plans; 2) provide resource and technical support throughout the grant, along with ongoing evaluation oversight and monitoring; 3) provide expert guidance and PD to support the curriculum and instruction, evaluate school performance against established SIG achievement goals 4) set benchmark data dates and gather and analyze report data 5) offer actionable recommendations for necessary changes and monitor the SIG budget implementation for each school. Year 1: Completed Year 2: Will continue	Start - 2014-15 End - 2017-18	ISIC Staff, Magnet Office, SIG Office, School Administrators, Local District Staff	Logs of visitations and feedback.
VI-SIG 30: Optional Component				

SIG Form 4—Annual Student Achievement Goals in English-Language Arts/Reading

LEA Name	Los Angeles Unified School District				
School Name	Woodcrest Elementary School				
CDS Code	19 64733 6020028				
Schoolwide, Grade Level, or Sub-group	English-Language Arts (ELA)/Reading Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
K-2	DIBELS Beginning of Year Proficiency	36%	39%	34%	37%
K-2	DIBELS Middle of Year Proficiency	38%	41%	35%	38%
K-2	DIBELS End of Year Proficiency	42%	43%	Not assessed yet	Estimated at 45%
3-5	DIBELS Middle of Year Proficiency	Not required	Not required	32%	35%
K-2	Running Records At or Above Proficiency Benchmark 1	Not Assessed	n/a	4%	7%
K-2	Running Records At or Above Proficiency Benchmark 2	Not Assessed	n/a	14%	17%
3-5	Running Records At or Above Proficiency Benchmark 1	Not Assessed	n/a	15%	18%
3-5	Running Records At or Above Proficiency Benchmark 2	Not Assessed	n/a	25%	28%
Analysis					
<p>This year has been an implementation year for Woodcrest. In conjunction with Growing Educators, our EMO, our teachers have gone through extensive training on each component of the Balanced Literacy platform. Woodcrest uses the Running Records assessment which captures the students' ability to decode and comprehend a text according to Fountas and Pinnell's Guided Reading levels. This year's Running Records data shows a 10% increase in the number of children able to read on level. For instance, 4% of K-2 students were reading on or above level in August of 2014-</p>					

2015 school at Benchmark 1. By Benchmark 2, administered in December of the same school year, 14% of K-2 students were reading at or above grade level. That is a strong indicator of future growth for our school, especially given the fact that teachers are only now receiving training on Guided Reading, which is the component of Balanced Literacy which deals directly with small group differentiation. Growing Educators, our EMO rolled out professional development on each component of Balanced Literacy in separate two-to-four week residencies and provided one-on-one coaching to the teachers while they mastered implementation of the new learning. Teachers were trained in succession on Interactive Read Aloud, Shared Reading, Word Study, and Readers Workshop. Guided Reading was introduced to the teachers in early May 2015. Within Guided Reading, teachers will begin to differentiate instruction based on individual student data. We expect to see an even more drastic improvement next year when teachers begin actively differentiating from the beginning of the school year.

In addition to learning the various parts of Balanced Literacy mentioned above, we also had to train staff on the structure of our STAMPS enrichment program. During STAMPS, our students rotate through 6-week cycles of enrichment in the areas of science, technology, art, math, and social studies. While students are receiving structured, hands-on learning experiences, their teachers are freed to attend collaboration meetings and professional development with our EMO. We also hire the appropriate personnel, purchase and implement the programs and materials outlined in the grant, and maintain our work around building a positive school culture derived from our mission and vision. We didn't see quite as much growth as we'd hoped due to getting all of the pieces of the plan in place. We will begin next year from a much stronger standpoint.

While we showed improvement in our Running Records, our other data points show that we slightly declined in some areas. While we focused on our work with our EMO, our DIBELS scores fell by a small percentage. When we analyzed our DIBELS Middle of the Year data and recognized a small drop in scores, we instituted a DIBELS boot camp for the teachers and students. We conducted a PD to remind teachers of the importance of DIBELS for district data collection and provided them with Progress Monitoring materials to ensure that the scores begin to rise again. We are confident that once the students receive the full Balanced Literacy program, it will begin to influence our achievement scores in all areas of reading achievement.

In terms of other data points, we had some difficulty providing data for the 2013-14 school year due to the school district's application for the Core Waiver. The CST was no longer given and there was no data provided for the first run of the SBAC assessment. The Interim Assessments were not graded by the district last year and the DIBELS assessment was not required for 4th and 5th grades. However, we have been monitoring our progress independently of the district this year using Running Records due to our participation in the SIG grant.

Now that our systems are in place, leveled readers are in the hands of students, and teachers have been trained on each part of Balanced Literacy and will be implementing differentiated instruction from the beginning of the school year in 2015-16, we expect to see our data grow even more quickly. The 3 intervention teachers, the coaches, and the

Instructional Specialist have all been trained on Balanced Literacy as well and will be using Running Records and DIBELS data to form Guided Reading intervention groups next year. Woodcrest purchased Guided Reading Intervention kits which will help the team differentiate more strategically. Woodcrest will continue to lead the intervention team in analyzing student data which is then used to push into classes in order to support struggling readers.

SIG Form 5—Annual Student Achievement Goals in Mathematics

LEA Name	Los Angeles Unified School District				
School Name	Woodcrest Elementary School				
CDS Code	19 64733 6020028				
Schoolwide, Grade Level, or Sub-group	Mathematics Local Assessment Measure	2013–14 SY Proficiency Rate	2014–15 SY Proficiency Goal	2014–15 SY Proficiency Rate	2015–16 SY Proficiency Goal
K-2	Interim Math Assessment 1	50%	53%	37%	40%
K-2	Interim Math Assessment 2	50%	53%	48%	51%
3-5	Interim Math Assessment 1	45%	48%	28%	31%
3-5	Interim Math Assessment 2	53%	56%	42%	45%
Analysis					
<p>In the absence of CST or SBAC data, Woodcrest is presenting its available Interim Math Assessments as baseline data for math achievement. Although the district provided an assessment during the 2013-2014 school year, it had no online platform for collecting and grading Interim Assessment data. Completed assessments from last year were collected and stored as required by the district. However, upon examining the math Interim Assessment data, we discovered that much of the student work was ungraded. Due to the presence of a math coach this year, our data was reviewed and analyzed more completely. The data above appears to have dropped, when in reality the previous year's data is inflated due to its representation of fewer classes. The data for 2014-2015 is an accurate baseline in that it includes data from all classes. We provided an increased focus on math this year due to the addition of a Math Coach and the inclusion of a math enrichment session in our STAMPS rotation. Described with more detail in the ELA section, our STAMPS program supports advances in student achievement by exposing the students to high quality, standards-based enrichment while freeing teachers to collaborate and to receive professional development with our EMO. Our math coach has conducted PDs on creating math discussions using the Talk Moves and has also worked with district personnel to deliver information on the Mathematical Practices. The Math Coach has also instituted a Math Bee, in which all 3rd grade classes competed to win a prize for mastering their math facts. The Common Core Group is a leadership group created by Woodcrest which represents all grade levels and special education. They meet bi-monthly to plan and implement professional development sessions on the Common Core State Standards. Most members of the group have previously attended LAUSD's Common Core trainings. The group facilitates the staff as a whole getting</p>					

district information and also creates their own activities to help the teachers deepen their knowledge of the Common Core State Standards. Their PDs have focused on student data analysis using the Data Dialogue Process and planning for student misconceptions when lesson planning. Woodcrest also purchased ST Math which will be implemented in the 2015-16 school year. ST MATH will be used K-5 on student iPads in classrooms. The program is designed to increase students' conceptual understanding of mathematical principals. Teachers have also supplemented their math instruction by implementing conceptual lessons through the Engage NY curriculum. In addition, there were parent meetings which focused on familiarizing the families with the Common Core.

In the coming year for K-5, Woodcrest will continue its support of the Common Core Group, Engage NY supplemental lessons, ST Math, and a basic facts program that will be implemented by the Math Coach. This year there has been a huge push to train teachers on the Balanced Literacy program, however, next year math will receive much more support. The Common Core Group will continue to plan professional development around the Common Core math standards and the principal will meet with the math coach and the intervention team to outline expectations for math instruction and intervention. The administrative team will continue to conduct Instructional Rounds and will give an extra focus towards math. During Instructional Rounds, the director, the principal, the assistant principals, the coaches, and coordinators conduct observations across grade levels. They use the district's Teaching and Learning Framework to guide their focus and provide consistent feedback including recommendations for improvements. As a team, we will increase the types of assessment data we have available in math. We will continue to conduct the district's formative Interim Assessments and will also monitor student progress on teacher created assessments and math report card grades. We will ensure that we are monitoring closely so that we can respond appropriately to any negative changes in the data.

SIG Form 6—Program Evaluation of SIG Required Components

1. Briefly describe implementation of the SIG Required Components **in year one**. Describe progress made in implementing the selected intervention model and include a statement describing the greatest implementation challenges and strategies used to overcome the challenges.

Woodcrest has been working with our EMO, Growing Educators, as a requirement of our selection of the restart model. During this first grant year, we have worked closely to implement the recommendations provided by our EMO and have been participating in rich professional development cycles on Balanced Literacy throughout the year. Growing Educators, (GE) has worked to train our teachers, administrative staff, students, and parents in a complex blend of both training and coaching. With such a large undertaking, one challenge has been keeping communication clear. GE has a series of staff members who rotate through the school in two to four week residencies. This can make it difficult to maintain consistency when communicating things such as schedules and instructional materials to be ordered. To remedy this issue, GE has scheduled regular meeting times with the Administrative Team at Woodcrest. This creates a more direct line of communication and ensures that everyone gets the same information in a timely manner. GE also implemented a meeting of writing lead teachers who meet weekly with Woodcrest's Literacy Coach and GE staff for vertical articulation. In this group, one teacher from each grade level meets weekly with GE staff to discuss writing. Teachers plan units of study for writing, review student work samples, and plan what skills each grade level will cover during Writers Workshop. Information is passed from the writing team member to their grade level. The writing team member also brings teacher concerns and questions back to the writing team group. Group members represent each grade level and discuss content, student writing data, and any issues that have arisen. These weekly teacher leader groups are to be implemented in other subject areas beginning next year.

Another issue is that with the heavy focus on ELA, math did not receive an equal amount of focus this year. This will be addressed by implementing the ST Math program which was purchased this year. We will also continue working with our Math Coach to provide math trainings, and will rely on our Common Core Group to create and deliver quality math professional developments. Math instruction will be monitored by the principal during observations and by the administrative team during the Instructional Rounds observations which were described more fully in the mathematics section. Teachers will also participate in student data analysis sessions following district assessments. The teachers will also conduct data analysis using the Data Dialogue Process, which involves looking at student data, identifying what students do and do not know, and working collaboratively to come up with solutions. The principal will also engage in Data Chats with teachers at least 3 times a year. During these meetings, the teachers go over student achievement data with the principal and identify goals they will work toward to increase student achievement. The principal and the teacher will monitor progress toward the goals for each student.

2. Provide evidence of progress in meeting the needs identified in the original application.

The major needs identified by Woodcrest were increasing student achievement, improving student behavior, and raising student attendance rates. This initial year has involved getting the systems we planned in place. We have been successful in training the teachers on Balanced Literacy and purchasing instructional materials, including leveled reading books for classroom libraries, high interest books for teachers to use during reading instruction, digital books to be read on student iPads and in the computer lab, and a check out system for teachers to request leveled books for intervention and differentiated Guided Reading group work to support increased student achievement. We also succeeded in hiring personnel to support instruction and attendance. Our PSA works to increase attendance by contacting families of perpetually truant students and offering monthly incentives to students with adequate attendance. Families with a history of poor attendance are referred to a review board to begin legal action to correct chronic truancy. Our intervention teachers and coaches will work with the Instructional Specialist to monitor student data frequently and structure intervention based on individual student need. The coaches and intervention teachers will also continue to support the STAMPS program so that teachers may have time to collaborate and students may have rich learning experiences in all areas of the curriculum. We have continued to use PeaceBuilders to improve student behavior. It is a character building program which encourages students to build a sense of community and ownership of their school and to treat each other well. We also continue to use PlayWorks to manage the playground. Students play in organized ways and have student representatives which help manage peer conflicts at recess and lunch. The structure and organization of the program cuts down on fights and arguments that used to occur daily on the playground. Both PeaceBuilders and Playworks support student achievement by cutting down on instructional time previously lost to office referrals or to teachers having to mediate disturbances stemming from recess and lunch time disagreements. We also hired full time staff to work on counseling, intervention, and attendance. Our full time Psychiatric Social Worker has set up a system for teachers for teachers to submit referrals for students in need of emotional support. She runs several counseling groups and also has relationships with local mental health organizations which provide more intensive therapy for students in need. Our full time PSA counselor works to decrease our absences and tardies through the incentive program she instituted this year. Students and classes with good attendance attend assemblies and receive awards and certificates. She also makes calls and home visits to reach out to our chronically absent and late families. She also involved the school in a program with the District Attorney's office to refer resistant parents for legal review. Through the involvement of our PSW, PSA, PeaceBuilders, and Playworks, we have begun to see and improvement in our suspension data. During the 2013-2014 year, we suspended 10 students. Up to this point for 2014-15, we have only suspended 5 students. The Instructional Specialist and intervention teachers work together to bring multiple forms of intervention to our students. We have conducted 3 after school intervention sessions, as well as the intervention teachers pushing in to classrooms to work on small group differentiated instruction for struggling students. Next year we will be looking closely to see how data shows the value of our strategies. We will look to our DIBELS benchmark assessments, Running Records benchmarks, and our

district Interim Assessments for ELA and math to measure our progress. The teachers will do student data analysis using the Data Dialogue Process following each major assessment. The will adjust their instruction based on what student data shows.

3. List goals not met in years one through three, including a brief analysis of the reason why these goals were not met.

First, we planned to have content area lead teachers at each grade level and focus area by this time. The lead teachers were intended to meet regularly as a group with our EMO to plan units and lessons and to create cohesion between the grade levels. The teachers look at student work samples and discuss how to increase student achievement. They relay the message to their grade level and also bring grade level concerns to the EMO. Each teacher's class must be covered while they meet with the EMO. We found that that resulting class coverage necessary to achieve the necessary release time for the lead teachers from every discipline to meet weekly was overwhelming. We decided instead to introduce lead teacher meetings for one content area at a time and will fold the remaining areas in gradually throughout the coming year. Now that the teachers are used to the normal weekly rotations and planning sessions, it will not be so disjuncting to schedule the additional meetings. ST Math has not been implemented yet, but has been purchased and teachers have been trained on the program. Some teachers have begun using the program already, but will be implemented school-wide by the beginning of next year for all grade levels. Getting the STAMPS rotation worked out and regulated took the majority of our initial focus. It involves having every class at Woodcrest attending a weekly enrichment session in the area of science, technology, art, math, PE, or social studies. Each class attends a content area for 6 weeks at a time and their teacher attends grade level professional development and collaboration with the EMO while the students attend enrichment. The STAMPS instructors also cover classes for an additional hour outside of the STAMPS schedule to give teachers an extra opportunity to plan collaboratively during the week. School starts 10 minutes earlier than usual each day, but the teachers get that time back during the week in the form of extra time to meet with their grade levels to implement the training they receive from our EMO. Getting the system worked out and running smoothly was a big undertaking, but is now working well. It will not take as much effort to support the system next year and we will be able to add in additional lead teacher meetings in other content areas.

We were also not able to hire the entire group of TAs we intended to fund. The hiring process for the district is quite timely and rigorous making it difficult to find applicants who met the criteria for processing. The aides that have been hired are currently being trained to support the teacher in providing differentiated instruction. The aides are able to work with a small group of students under the teacher's direction. The teacher looks at student assessment data to find what areas students are struggling in and creates groups for the aide and for the teacher to work with according to need. We are in the process of locating the remaining four aides and hope to have them on staff prior to the opening of the next school year.

SIG Form 6—Program Evaluation of SIG Required Components

4. Describe proposed revisions to the approved SIG implementation chart for Cohort 3 Year 2 based on evidence and data from years one through three. Include specific steps planned to successfully implement and sustain the selected intervention model for each school served by the SIG.

We need to change the Wellness Facilitator in the grant to a Psychiatric Social Worker, PSW. We found that although SIG supports the position, the district no longer offers it. The PSW has taken over the group and individual counseling services of the Wellness Facilitator, as well as overseeing referrals to outside mental health agencies. Woodcrest has also been provided with a Resources Coordinator from the district. This person is a community liaison who helps with finding services for families, including clothing, tutoring, and housing, among others. These two positions are able to meet the bulk of the needs that the Wellness Facilitator once supported. Also, the funding for Arts Prototype is not needed because STAR was able to include both art and science in its services. STAR is an agency which provides hands-on standards-based enrichment programs for students. In science, students engage in experiments using the Scientific Process as they explore the domains of Life, Physical, and Earth science. During art, students learn about and recreate the works and genres of many classical artists. Students culminate their work with STAR in different ways. The art classes showcased their work in an art show for parents and visitors, while the science classes conducted experiments with their families during a STAR sponsored Family Night during Woodcrest's Open House. These art and science experiences support student achievement by exposing the students to quality science and art instruction while also releasing the teachers to plan collaboratively and receive professional development from our EMO. They also increase parent involvement through their family engagement nights. The funds saved by using STAR for both art and science were diverted to instructional materials to purchase additional reading materials for the students. Regarding data, we see that we need to move our data analysis earlier in the year. In the push to implement Balanced Literacy and get everyone trained, we didn't immediately notice that we needed additional focus on DIBELS and on math progress and assessment. We will keep that knowledge in the forefront of our planning for next year. We reminded teachers of the importance of DIBELS for accurate progress monitoring and provided them with materials for practice. We will continue to do so next year. We will also add in data analysis of DIBELS and the ELA/math Interim Assessments from the district. We will also dedicate one of the intervention teachers to focus on math and provide an afterschool or Saturday math intervention session. We will continue to add data analysis sessions following each benchmark assessment in math and ELA to Woodcrest's Professional Development Calendar for next year.

SIG Form 10.3 - Restart Implementation Chart for a Tier I or Tier II School

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Woodcrest Elementary School				
Required Components	Strategies	Start & End Dates (MM/YYYY)	Oversight	Description of Evidence
Fulfill all California requirements for converting to a charter school (if applicable).				
N/A	N/A	N/A	N/A	N/A
III-SIG 21: Create a locally-determined rigorous review process for the purposes of selecting a CMO or an EMO.				
EMO	<p>As a result of analyzing our data and conducting a series of classroom observations, we discovered that instruction is generally delivered whole group at Woodcrest. We know that our school must begin to differentiate our instruction in order for all of our students to thrive. We began to look for an EMO with this need in mind. With our Instructional Director, we initially reviewed the proposal from LEAP, an existing EMO, and found that it was designed more for secondary/ High School level. Our Instructional Director suggested we look at expanding our work with Growing Educators by inviting them to serve as our EMO. Growing Educators' Balanced Literacy foundation of workshop-based learning grew from the teachings Lucy Caulkins. Its research was conducted through the founders' work with inner-city schools in the New York Public School System. The schools used in the research were very similar to Woodcrest in their demographics. Their workshop model relies heavily on differentiated instruction which meets students at their current level and pushes them forward in a targeted manner. We've been able to see proof of this growth as we've worked on our writing with Growing Educators over the past 3 years. Our students at all grade levels have increased the quality and quantity of their writing. This year we've worked with Growing Educators to begin implementing Readers Workshop as we continue refining Writers Workshop. When we met with the staff to get input regarding the SIG, all teachers were in support of extending our partnership with Growing Educators. We feel that because this organization has worked with us and our district over the past three years and have already developed a positive rapport with our teachers and students, they would be an excellent partner in our academic transformation. We conducted a preliminary meeting with Growing Educators and our Instructional Director to outline the proposed relationship with them serving as our EMO and they presented an innovative and comprehensive plan for helping all stakeholders.</p> <p>Year 1 : Completed Year 2: Will continue</p>	02/2014 - 06/2017	Principal, Director, Instructional Coach	<p>Meeting was attended by all determining parties. Requested services and responsibilities were outlined during the meeting. The process of creating a MOU with Growing Educators as our EMO is underway. Completed MOU will be received and submitted to the district by the requested date.</p>

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Woodcrest Elementary School				
III-SIG 22: Create a plan to transfer students who either cannot attend the new school because their grade is no longer served by the Restart school or whose parents choose not to have their child attend the Restart school.				
	The new Woodcrest Elementary School will continue to serve grades PreK-5th. All currently enrolled students and those living in the area will be offered a place in the upcoming school year. If a family chooses not to attend Woodcrest, they may ask LAUSD for an opt-out plan for a place at another LAUSD school. Year 1: Completed Year 2: Will continue	02/2014 - 06/2017	LAUSD, Principal, Director, Instructional Coach, EMO	<ul style="list-style-type: none">• School enrollment records• Parent requests for opt-out plans and evidence of opt-out plans
III-SIG 23: Create an accountability contract with the CMO or EMO which includes clearly defined goals for student achievement.				
EMO	The MOU between LAUSD and Growing Educators (GE) , holds GE accountable to the LAUSD Board of Education to meet the defined five goal areas of the LAUSD Performance Meter. Annually, GE will submit a report on the performance of the school to the LAUSD board and superintendent. If the school is not meeting its annual targets, GE and LASUD will work together to alter strategies as necessary. If the school does not substantially achieve the performance metrics in three years, the district and school can terminate the relationship with GE. Year 1: Completed (Data analysis currently underway) Year 2: Will continue	02/2014 - 06/2017	LAUSD, Principal, Director, Instructional Coach, GE	MOU between LAUSD and GE
VI-SIG 30: Optional Component				
II-SIG 14: Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program.	As our EMO partner, Growing Educators plans to establish Residencies at Woodcrest. Residencies are 2-4 week cycles of professional development provided on-site by Growing Educators staff. Cycles run concurrently so that there is a Growing Educators content expert on campus at all times. Residencies transform teacher practice by providing intensive training and support across all content areas. Balanced Literacy , delivered through the Readers and Writers Workshop models will be an area of focus, in addition to Mathematics, Science, and Social Studies. Support will include individual coaching, demonstration lessons, accountability walk-throughs , and other topics that may arise through a comprehensive needs assessment. PD support will be differentiated according to teacher capacity and formulated according to school-wide data. Teachers will attend a Three Day Summer Retreat to review previous year's data, outline goals for upcoming school year and collaborate with in grade level teams. Accountability for PD received will be monitored by the principal and the EMO. Teachers will be provided with clear expectations for the implementation of topics and strategies presented. Year : Completed Year 2: Will continue	07/2014 - 06/2017	Principal, Director, Administrative Team, EMO	Principal will consult with EMO on PD topics and Residency schedule. Principal will also ensure that PD is being delivered as described. Administrative Team will help plan and deliver PD.

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Woodcrest Elementary School				
II-SIG 14	<p>Growing Educators will recruit content experts to support the Workshop model of instruction in Woodcrest classrooms. These experts will be a Literacy Instructional Coach and a Math Instructional Coach. Growing Educators will arrange Woodcrest's Instructional Schedule into a block format which provides built-in time for professional development and grade level collaboration. Woodcrest will continue with Playworks, which will expand its services to run a psychomotor program. Between psychomotor time and the coaching staff, teachers will be afforded extended time during the school day for planning and implementation of Growing Educators intensive strategies. At least one of these planning sessions will fall at a time when an entire grade level can meet together for collaboration. This also alleviates the need for substitute coverage. The current teaching staff may work with the coaching staff to cover other teachers who are receiving PD, knowing that they will be covered at a specific time in the future. The grade level chairpersons will also meet regularly with the Administrative team for support and instructional guidance which will be discussed and passed along to the grade levels. In addition, Woodcrest will purchase intervention teachers to increase the teacher's ability to ease management and time concerns for differentiation and student data-driven instruction. Although teachers will be asked to do additional work, they will be supported with planning time and side-by-side coaching. An Instructional Specialist will also be purchased to provide support to teachers by providing constructive feedback, reviewing school data, conducting classroom observations, conducting professional development, and supporting the implementation of the Common Core State Standards.</p> <p>Year 1: Completed Year 2: Will continue</p>	07/2014 - 06/2017	Administration Team and staff	Principal will meet with grade level chairpersons to ensure implementation of the program. Growing Educators will provide a schedule of class coverage and organize staff placement.
II-SIG 14	<p>Growing Educators will also support Woodcrest's Leadership Team. They will work alongside the principal and other administrative staff on correctly assessing instruction, conducting effective classrooms walkthroughs, and supporting teachers in implementation of strategies received across content areas.</p> <p>Year 1: Completed Year 2 : Will Continue</p>	07/2014 - 06/2017	Principal and Administrative Team	Administrative Team will attend scheduled meetings and trainings as they are presented by Growing Educators.

LEA:	Los Angeles Unified School District	Date: May 15, 2015		
School:	Woodcrest Elementary School			
II-SIG 17: Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.	<p>As a part of our Balanced Literacy focus, Growing Educators will support teachers in using Running Records. This immediate, individualized data will be used in the data dialogue and lesson study processes to collaboratively analyze instruction and make appropriate changes to improve each student's achievement. It will also ascertain student reading levels for placement in Guided Reading groups and for leveled classroom library independent reading. (Year1: Once reading levels have been established, students will have access to leveled classroom libraries as well as digital library software for their district-purchased iPads/Laptops. A book scanner will also be purchased to help create and manage a check out system whereby teachers can check out readers at various levels as needed. The classroom books, digital readers, and book scanning system will all be used to support Woodcrest's transition to Balanced Literacy). The ST Math program will provide math assessment, instruction, and intervention determined by each student's data. Under the guidance of the Intervention Support Coordinator, the 3 Intervention Teachers and 10 Teacher Assistants will provide direct academic support to students in the classroom to improve academic achievement in the areas of Language Arts and Mathematics. All Teacher Assistants will be trained to support small group instruction in core content areas and will receive on-going professional development on best practices to support teachers and students in the classroom. Bilingual Teacher Assistant will be trained to support English Language Development for our English Learners as well. In addition, Teacher Assistants will collaborate to analyze key student data and provided targeted and differentiated instruction to Woodcrest students. (Year 1: Due to the amount of time it takes to hire Teacher Assistants, the entire amount allocated may not be used by the close of the first year. Should that be the case, unused funds will be diverted to Instructional Materials to purchase additional reading materials to support Balanced Literacy).</p> <p>Year 1: Completed (with the exception of 4 remaining TA's to hire) Year 2: Will continue</p> <p>We will also increase student learning time by one hour per week by establishing enrichment opportunities before and after-school for all students. Starting the school day 10 minutes earlier and having our district provided early-out Tuesdays begin 10 minutes later, we will add another hour of weekly learning for our students without incurring any extra staffing expenses. Teachers will gain the lost hour of planning time during the collaboration/planning time embedded in the Growing Educators Residency schedule. We will provide more core support in the content areas of science, social studies, and art using the STAR and Arts Prototype Program. The STAR program has been used by Woodcrest to provide enrichment during and after school in the past and will provide instruction in both science and art.</p> <p>Year 1: Completed Year 2: Will continue</p>	07/2014 - 06/2014	Principal, Director, Administrative Team, EMO, Teachers, STAR Program, Arts Prototype Program	<p>EMO will provide PD schedule and organize Instructional Schedules to set up Residencies and collaborative planning time. EMO will also oversee selection and training of instructional staff. Intervention Support Coordinator will use student data to train and organize intervention teachers and teacher assistants and set up an intervention schedule. EMO and Principal will coordinate with STAR and Arts Prototype programs to outline and schedule student services.</p>

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Woodcrest Elementary School				
II-SIG 18: Establish schedules and implement strategies that provide increased learning time.	<p>A two week Summer School Program will be offered to all students to assess reading levels and math readiness. It will also review key skills and return Woodcrest students to an educational frame of mind by refreshing the instructional routines necessary for success in the educational environment. Teacher X/Z Time will be purchased to increase adult learning time. This funding will allow teachers to participate outside of the school day in Lesson Study and to work collaboratively to plan and implement the Common Core State Standards.</p> <p>Year 1: Completed Year 2 ; Will Continue</p>	07/2014 - 06/2017	Summer School Principal, Intervention Coordinator, Clerical Staff, Custodial Staff, Teachers	<p>Summer School - Principal, Intervention Coordinator, and Clerical Staff will collaborate to identify students in need of Summer School. Classes will be formed, instructional program chosen, and families contacted. For Teacher X/Z time, teachers will submit copies of agendas, sign-ins, and minutes from all meetings. Copies of created lessons will submitted to principal and Instructional Coaches will attend meetings and participate in the lesson planning and delivery. Custodial staff will provide support during times when the school is open after regular school hours and during Summer School.</p>

LEA: Los Angeles Unified School District		Date: May 15, 2015		
School: Woodcrest Elementary School				
II-SIG 19: Provide ongoing mechanisms for family and community engagement.	<p>Growing Educators will support the families of Woodcrest students by providing monthly meetings for family and community members. Morning and evening sessions will be available to meet the scheduling needs of Woodcrest families. Growing Educators coaching staff will lead community members through family activities across the content areas, focusing on how they can support their student's education. Families will be surveyed in various formats to ascertain their informational needs. The school also plans on purchasing a PSA Counselor to improve school-wide attendance, a Wellness Facilitator to locate and coordinate necessary services in the community for our students and families, and a part-time Psychiatric Social Worker PSW, (not purchased through SIG), to assist with managing and treating our students who are in need of social and emotional coping strategies. Dealing with the emotional needs of our students and families will increase their overall well-being and improve student's ability to return their focus to education. Woodcrest will also reach out to its families by hosting a "Back to School Picnic" once the school year has begun to boost morale and increase solidarity in the school community. A "School Beautification Day" with our community partner City Year will invite families to help beautify the school and then share a treat together. We will also continue with community events like Career Day and our monthly "Coffee with the Principal". Our Peace Builders program, which will continue next year, trains staff, students, and the community about interacting in a positive way. Peace Builders and these community outreach events do not require SIG funding. They are included to give a clearer picture of Woodcrest's community engagement.</p> <p>Year 1: Completed (Coffee w/the Principal renamed monthly Parent Engagement meetings) Year 2: Will continue</p>	07/2014 - 6/2017	Administrative Team, Parent Center Representatives, Wellness Facilitator, PSA counselor, and PSW	<p>Growing Educators will provide a list of community outreach dates and topics. Sign -ins, agendas, and evaluations will be delivered as evidence. Attendance data will be consulted to determine effectiveness of PSA Counselor's interventions and principal will oversee Wellness Facilitator and PSW.</p>
II-SIG 20: Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	<p>The LAUSD SIG Office will:</p> <ol style="list-style-type: none"> 1) oversee the implementation of the school plans; 2) provide resource and technical support throughout the grant, along with monitoring and overseeing the ongoing evaluation; 3) provide expert guidance and PD to support the curriculum and instruction, evaluate school performance against established SIG achievement goals 4) set benchmark data dates and gather and analyze report data 5) offer actionable recommendations for necessary changes and monitor the SIG budget implementation for each school. <p>Year 1: Completed Year 2: Will continue</p>	9/2014 - 6/2017	Chief, Division of Intensive Support and Intervention,	Agendas, sign-ins, school visit logs, communication (emails, website)