Los Angeles Unified School District

Single Plan for Student Achievement
CORE Waiver Priority Schools
2014-2017

Superintendent
John Deasy

Board Members
Richard Vladovic, Board President
Mónica Garcia
Tamar Galatzan
Steve Zimmer
Bennett Kayser
Mónica Ratliff

Template Revised: 2/21/14
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**ATTACHMENTS**

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South East High School

**SCHOOL PROGRAM IDENTIFICATION**

<table>
<thead>
<tr>
<th>CDS Code</th>
<th>County</th>
<th>District</th>
<th>School</th>
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<tbody>
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<td>1 9 6 4 7 3 3</td>
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**Educational Service Center: South**

**School Name:** South East High

**Principal:** Maria Sotomayor  
**E-mail address:** msotomay@lausd.net

**Contact Person:** Carlos Garibaldi  
**Position:** Assistant Principal  
**E-mail address:** cgaribal@lausd.net

**Address:** 2720 Tweedy Blvd., South Gate, CA 90280  
**Telephone Number:** 323-568-3400

For additional information on our school programs contact the following:

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

- [x] Title I Schoolwide Program (SWP)
  - [ ] Reward  
  - [ ] Collaborative Partner  
  - [x] Priority  
  - [ ] Focus  
  - [ ] Support
- [ ] Title I Targeted Assistance School (TAS)
- [x] Title III English Language Acquisition, Language Enhancement, and Academic Achievement
- [ ] Quality Education Investment Act (QEIA)
- [ ] Other

The District Governing Board approved this revision to update the *Single Plan for Student Achievement* on:

The Educational Service Center staff has reviewed the school plan with the principal and agreed to support and provide feedback for implementation.

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<th>Signature</th>
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<tr>
<th>Educational Service Center Instructional Director</th>
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<tr>
<th>Educational Service Center Superintendent or Designee</th>
<th>Date</th>
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### School Site Council Composition (SSC) EC 52012, 52852

**Elementary**

- The membership of the council shall be no fewer than 10 members.

In elementary schools, half of the members are the principal, classroom teachers, and other school personnel; half are parents or other community members. Classroom teachers are a majority of the first group. (EC 52852)

<table>
<thead>
<tr>
<th>Name</th>
<th>Principal</th>
<th>Classroom Teacher</th>
<th>Other Personnel</th>
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<tbody>
<tr>
<td>Abad, Abad</td>
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<td>Cottom, Donn</td>
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<tr>
<td>Duarte, Boris</td>
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<tr>
<td>Leiken, Brian</td>
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<tr>
<td>Sotomayor, Maria</td>
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<tr>
<td>Watanabe, Glenda</td>
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Total number in each column 1 4 1
Total number in Part A 6

**Secondary**

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

In secondary schools, half of the members are the principal, classroom teachers, and other school personnel; half are students and parents or other community members. Classroom teachers are a majority of the first group; students make up one-half of the second group. (EC 52852)

<table>
<thead>
<tr>
<th>Name</th>
<th>Parent</th>
<th>Community</th>
<th>Student</th>
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<tbody>
<tr>
<td>Alvarado, Guadalupe</td>
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<td>Bañuelos, Cristian</td>
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<td>Hernandez, Marco A.</td>
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<td>Luviano, Leslie</td>
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<td>Trejo, Krystal</td>
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<td>Velazquez, Rosa</td>
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Total number in each column 3 0 3
Total number in Part B 6

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**Part A – School Staff**

**Part B – Parents/Community**

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**Teacher**

<table>
<thead>
<tr>
<th>Brian Leiken</th>
<th>Name of SSC Chairperson</th>
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**Position (e.g., Parent, Teacher)**

<table>
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<tr>
<th>Name</th>
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<tr>
<td>Maria Sotomayor</td>
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**Name of Principal**

<table>
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<tr>
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<th>Date</th>
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</table>
South East High School

COMMITTEE RECOMMENDATIONS AND ASSURANCES

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

1. School site councils have developed and approved, and will monitor the plan, to be known as the Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process.
2. School plans must be developed “with the review, certification, and advice of any applicable school advisory committees.”

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

<table>
<thead>
<tr>
<th>Committees</th>
<th>Chairperson</th>
<th>Check</th>
<th>Date of recommendation</th>
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<tbody>
<tr>
<td>English Learner Advisory Committee (ELAC)</td>
<td>Guadalupe Alvarado</td>
<td>X</td>
<td>3/26/14</td>
</tr>
<tr>
<td>UTLA Chapter Chair or Chapter Chair’s Designee</td>
<td>Darryl Adams</td>
<td></td>
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<tr>
<td>Other (list)</td>
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3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the school site council.
5. Plans must be reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during the regular school hours for supplemental Title I instruction. (Targeted Assistance Schools only)
7. This school plan was adopted by the School Site Council on: 3/27/14

Attested:

<table>
<thead>
<tr>
<th>Brian Leiken</th>
<th>Signature of SSC chairperson</th>
<th>Date</th>
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<td>Typed name of SSC chairperson</td>
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<tr>
<td>Maria Sotomayor</td>
<td>Signature of school principal</td>
<td>Date</td>
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<td>Typed name of school principal</td>
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Directions: Check which groups or committees participated in the plan writing process. If box is checked, indicate date.
Parental Involvement Policy Assurances

Each school in LAUSD is required to develop a written parental involvement policy. This policy describes how the school will support and increase parent involvement. The parental involvement policy must be developed with parents, include participation from the appropriate advisory committee and be agreed upon by the School Site Council.

The written parental involvement policy at Title I schools must be developed with parent participation and describe how parents will be informed of the school’s Title I program requirements, including the development of a School-Parent Compact. The policy must be distributed to parents annually.

Schools not receiving categorical funds must develop a written parental involvement policy with parent participation that describes how the school will:

(a) engage parents in their children’s education by helping parents develop skills to use at home to support their children’s academic efforts and their children’s development as responsible members of society
(b) inform parents that they can directly impact the success of their children’s learning by providing them with strategies to improve academic success and to assist children in learning at home
(c) build consistent and effective communication between the home and school so parents know when and how to help their children with classroom learning
(d) train teachers and administrators to communicate effectively with parents
(e) integrate parent involvement programs with the Single Plan for Student Achievement (EC 11504)

Questions regarding this requirement should be addressed to the Educational Service Center Administrator of Parent and Community Engagement or the Parent Community Student Services Branch at (213) 481-3350.

<table>
<thead>
<tr>
<th>Committees</th>
<th>Chairperson</th>
<th>Check</th>
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<tr>
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<tr>
<td>English Learner Advisory Committee (ELAC)</td>
<td>Guadalupe Alvarado</td>
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<td>3/26/14</td>
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<tr>
<td>School Site Council</td>
<td>Brian Leiken</td>
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<td>3/27/14</td>
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<thead>
<tr>
<th>Person(s) Responsible for Parental Involvement Activities at the School</th>
<th>Signature(s)</th>
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<tbody>
<tr>
<td>Maria Sotomayor</td>
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<tr>
<td>Carlos Garbaldi</td>
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<td>Boris Duarte</td>
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<td>Rita Medina</td>
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Los Angeles Unified School District Profile

District Mission Statement
The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential.

District Description:

Local Educational Agency (LEA) Plan Goals
The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All
- Increasing literacy skills through the transition to the Common Core State Standards in K-12 ELA, K-12 mathematics, and literacy in secondary H/SS, science, and technical subjects.
- Increasing the number of students performing at proficient or advanced on the Algebra 1 California Standards Test.
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data.

Goal 2: English Learners—Proficiency for All
- Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:
  - Structured English Immersion
  - Mainstream English Instructional Program
  - Dual Language two-Way Immersion
  - Transitional Bilingual Education Program
  - Maintenance Bilingual Education Program
  - Accelerated Learning Program for Long Term English Learner Program
  - Secondary English Learner Newcomer Program
- Using Title III funds to help ELs meet the State’s annual measurable achievement objectives and build teacher capacity in meeting the needs of students in the core subject areas including ELD
- Meeting the District’s expectation for EL at the elementary level to advance on English Language Development (ELD) and reclassify after five years of instruction
- Promoting parent and family involvement in EL programs at the central, ESC, and school site level
- Enhancing the quality of language instruction in the District’s EL programs
- Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs
- Monitoring the continued academic success of former ELs

Goal 5: All Students will Graduate from High School—100% Graduation
- Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule.
- Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness.
- Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District’s diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready.

2013-2014 District Professional Development Priorities:
1. Transition to and implementation of the Common Core State Standards (CCSS) in ELA, mathematics, and H/SS, Science, and Technical Subjects
2. Improve instruction and increase reclassification rates for English learners by implementing the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Transition to and implementation of the Smarter Balanced Assessment Consortium
South East High School

District Core Program for All Students:
The District’s core program is built on the Common Core State Standards (CCSS) in ELA and math, and on the California State Content Standards in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2013/2014 school year the District will implement a phase-in transition to the CCSS in all grade levels. This phase-in will align with the provision of 1:1 devices for all students and the 3-year strategic plan. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2013/2014
- Implementation of the standards in ELA and math using the District adopted texts, including digital text, effectively.
- Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
- Writing across genres, with a focus on argument.
- Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another.

Instructional focus-2013/2014
- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2013/2014
- Use of a multi-tiered system of support (RtI²) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that will increase the availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (CoreK-12 Assessment System) to drive instruction and intervention.
- Use of School Performance Framework to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2014-2015 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

The District will continue to support teachers and staff in the effective use of student achievement data. The District will further integrate the use of Performance Management both at the District and school levels in order to meet Performance Meter targets.

The District has adopted six culturally responsive and linguistically appropriate instructional strategies that are threaded throughout all PreK-12 content instruction. Instructional strategies include the use of advanced graphic organizers, explicit instruction in academic language, use of cooperative communal learning strategies, instructional conversations, contrastive analysis and making cultural connections by creating optimal learning environments.

The District will effectively implement the English Learner Master Plan for educating English learners, Standard English Learners, and English Learners with disabilities. This plan focuses on the effective use of standards-based differentiated ELD instruction specifically designed for ELs, and standards-based instruction using SDAIE to ensure full access to the core curriculum, to meet the needs of all students including gifted and talented students, students with disabilities, and English learners (both English Learners and Standard English Learners).

Strong classroom management as outlined in the District’s Discipline Foundation Policy frames the instructional program. Maximum use of academic engaged time is accomplished through planning resulting in clear expectations, preparing for transitions, and developing instruction that engages students in learning.
South East High School  

**ESEA CALIFORNIA OFFICE TO REFORM EDUCATION (CORE) WAIVER**  
On August 6, 2013, eight California school districts including LAUSD, received a waiver from the Program Improvement mandates of the No Child Left Behind Act from the U.S. Secretary of Education. The eight school districts are grouped together under a consortium called the California Office to Reform Education (CORE). Central to the CORE Waiver is a holistic school performance system with tailored support for schools and Local Educational Agencies (LEAs) called the School Quality Improvement System. The CORE waiver is based on three key principles that will support reform. They key principles are: Principle 1: College- and Career-Ready Expectations for All Students; Principle 2: Differentiated Recognition, Accountability, and Support; and Principle 3: Supporting Effective Instructional Leadership.

**Commitments:**

- Implement Common Core Standards in the 2013-2014 School Year (SY) and Smarter Balanced Assessment Consortium (SBAC) assessments, starting in 2014-2015
- Participate in the School Quality Improvement System, which includes a CORE-designed holistic accountability model, AMOs, and school designations (e.g., Reward, Focus, and Priority schools)
- Track, submit, and release school-level academic, social-emotional, and culture and climate information
- Develop guidelines for the teacher and principal evaluation system by the start of the 2013-2014 SY
- Implement by 2015-2016 (and pilot by 2014-2015) a teacher and principal evaluation system that differentiates performances into four tiers and includes, as a significant factor, student growth
- Partner with LEA peers to support and monitor waiver activity implementation
- Priority or Focus schools or other schools needing improvement will participate in pairing process with a Reward or exemplar school

**Goals:**

The CORE School Quality Improvement System seeks to:

- Establish a holistic school performance system that values multiple measures of student success across academic, social-emotional, and culture-climate domains
- Provide schools, teachers, and administrators clear, in-depth feedback on areas of strength and those in need of improvement to improve outcomes for students
- Create a collective ownership structure within schools, districts, and the CORE network in which teacher, staff, and administrator collaboration and shared responsibility for student outcomes are primary drivers of accountability
- Increase and restore student, parent, and community confidence in all CORE network schools.

**Usage:**

CORE seeks to apply these goals to the differentiated accountability, recognition and support framework required through the ESEA waiver:

- A school-level improvement index (School Quality Improvement Index) that clearly evaluates schools on student achievement, subgroup performance and graduation rates
- Annual Measurable Objectives (School Quality Improvement Goals) that are used to design targeted interventions and rewards; and
- A school designation system that identifies and outlines rewards for high performing or high progress “reward” schools, and interventions for severely underperforming Priority schools or Focus schools with persistent achievement gaps
- LEAs will use this holistic, detailed information to inform school self-assessments, professional learning community topics, and school partner pairing to drive tailored interventions and school support.
South East High School

Required program activities for Reward schools:

- Reward schools paired with Priority or Focus schools will deliver assistance and hold monthly meetings with their paired schools
- Reward schools will establish professional learning communities with other Reward schools, and receive specialized professional development and technical assistance from CORE

Required program activities for Priority schools:

- Beginning in Fall 2013, Priority schools will be paired with Reward schools and begin attending monthly meetings designed to support implementation of the “School Quality Review Process” and the “7 Turnaround Principles.” Related professional development activities should be described in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”
- “Priority” schools must continue implementation of their School Improvement Grant (SIG) plans in addition to developing a three-year plan

Required program activities for Focus and Support schools:

- Beginning in Fall 2013, Focus and Support schools will join appropriate “communities of practice” which will convene at least quarterly to address specific needs. Professional development activities related to “communities of practice” should be described in the appropriate goal matrix domain (Academic Domain, Culture and Climate Domain, or Social/Emotional Domain) of the Focus Area entitled “Effective Instructional Program (Professional Learning and Classroom Instruction)”
- In years 1 and 2 of designation, focus schools will have the option to pair with peer Reward schools that have demonstrated excellence in closing achievement gaps, or in improving results for traditionally underserved subgroups to assist in developing the improvement plan
- Upon reflecting on shared learning from the community of practice, Focus and Support schools will implement the School Quality Review Process and revise their school improvement plans
- Focus and Support schools are required to develop a two-year plan
The CORE Waiver is predicated on providing meaningful, pragmatic support for school transformation. Interventions are designed to help stakeholders rethink components of the school structure, communications, professional development, instructional practices, and family engagement that are not currently achieving desired outcomes and substitute them with proven strategies that are aligned to best practices – all of which are guided by the seven turnaround principles that are based on Principle 2 of the Core Waiver.

Seven Turnaround Principles are:

1. **Strong Leadership**
   a. Ensuring that the principal has the ability to lead the turnaround effort;
   b. Providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget

2. **Ensure that teachers are effective and able to improve instruction**
   a. Providing job-embedded, ongoing professional development informed by teacher evaluation and teacher and student needs such as those identified by instructional data collected by progress monitoring in the areas of reading, math and positive behavior interventions;
   b. Developing the skills to better recruit, retain and develop effective teachers

3. **Redesign the school day, week or year to include additional time for student learning and teacher collaboration**
   a. Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning

4. **Strengthen school’s instructional program**
   a. Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted;
   b. Ensuring teachers utilize research-based effective instruction to meet the needs of all students

5. **Use data to inform instruction and for continuous improvement**
   a. Ensuring school-wide use of data focused on improving teaching and learning, as well as climate and culture;
   b. Using student data to inform and differentiate student instruction and to provide tiered interventions

6. **Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement**
   a. Establishing school environments with a climate conducive to learning and a culture of high expectations

7. **Provide ongoing mechanisms for family and community engagement**
   a. Increasing academically focused family and community engagement;
   b. Developing and implementing a family and community engagement plan which provides information and data on a formal and frequent basis to all district stakeholders and community collaborators
**Mission Statement and School Profile Description**

**School Vision and Mission**

**Vision Statement**
The South East High School Complex is committed to providing an interdisciplinary and multidisciplinary curriculum to educate, enlighten and inspire students to explore higher education and career opportunities. Graduates will be empowered to be responsible citizens who are self-motivated critical thinkers and life-long learners.

**Mission Statement**
Our school will prepare our students to be productive members of society and life-long learners. We provide a rigorous standards-based curriculum across all disciplines. Through thematic and career oriented small schools, we help students achieve personal and academic goals for success in the future. These goals are based on our core beliefs, which are characteristic of teaching and learning in the 21st century.

**School Profile Description**
Los Angeles Unified School District (LAUSD) is the largest school district in California, and the second largest in the nation. Every LAUSD household or residential area is zoned to an elementary school, a middle school, and a high school. With two main feeder middle schools (Southeast and South Gate), South East High School is one of five high schools in Educational Service South. South East High School opened for students of the community in September of 2005, relieving overcrowding at South Gate, Huntington Park and Jordan High Schools. SEHS is a comprehensive high school in its ninth year of operation. The school opened with 9th-11th grades and added the 12th grade in 2006. One of the district initiatives that is still in place since the school opened, and that were based on recommendations from a steering committee that was formed to help with the opening of the school, is small learning communities. South East High opened with six academies which have now been converted to five small schools. One of the small schools is a Technology and Media Magnet. All teachers belong to a small school.

**Community Information**
South East High School (SEHS) is located in South Gate, California. The city is located 7 miles southeast of downtown Los Angeles and is part of the southeastern region of Los Angeles County. South Gate covers an area of 7.45 square miles. The city is considered to have one of the highest population densities in the Los Angeles at an average of 12,838 people per square mile, which is much higher than the state average of 228 people per square mile. There are 24,160 housing units with approximately 46% owner occupied and the rest occupied by renters. According to the 2010 Census, there are 96,396 residents of the city. The city ethnic make-up is 94.8% Latino, 3.2% White, and 2% other. More than half of the residents are foreign-born with Mexico (82.3%) and Central America (10.9%) as the most common foreign places of birth. About a third (34.8%) of the residents are aged 19 years of age or younger. Approximately 30% of the households are headed by a single parent. Spanish is the main language spoken in approximately 89% of the homes. The median household income, according to the 2010 census, was $35,789 which is lower than the state average of $58,931. About 38% of all households have a gross income of less than $30K annually. The unemployment rate of 11.4% in February, the county rate is 8.9%. Almost half of all residents (47.54%) aged 25 or older did not receive a high school diploma while 7.0% of residents have a four-year degree or higher. This is also lower than the state and national average. The largest city employers come from the manufacturing, retail, service and transportation industries.
South East High School

Facilities
The school was built on the former General Motors Plant location. School construction was completed in 2005 and the school opened to students later that same year. The school has 4 main buildings, an additional one-story building used for the arts, a gym, cafeteria, auditorium, a football and a baseball field, and blacktop basketball court. The school also has a Parent Center, Library, and a College/Career Office.

Media Resources
Each of South High’s classrooms has at least one teacher computer and a student computer. There are also five computer labs with at least 30 desktops and a high-volume printer. The library also has 28 desktop computers and three printers for student use. Most teachers have a laptop and a projector for teacher and student use. Additionally, three computer carts and two iPad carts, with 30 pieces of technology per cart, are available on a check out basis to core departments. The Parent Center has 7 laptops, a SmartBoard, and 12 Kindles for parent meetings or workshops.

Student Population
Although the Los Angeles School District is economically, racially, culturally, and ethnically diverse, South East High School reflects the population of its community. As evidenced by the ethnic diversity chart below, the student population at South East High School is 98% Latino. Approximately 19% of students were English Language Learners (ELs) in the 2012-13 school year. As of March 21st, 2014, this school year shows an enrollment of 2,219 (1,133 male, 1086 female). The enrolment figures continue a trend of declining enrollment. Some of the reasons for the decline include the opening of a new high school in 2012, and student school choice via School of Zone. The enrollment by grade level is as follows: 9th grade 675, 10th grade 566, 11th grade 402, and 12th grade 576. The student ethnic population for the period 2005-2013 is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Al/Alsk</th>
<th>Asian</th>
<th>Filipino</th>
<th>Pac Isl</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>2012-13</td>
<td>11</td>
<td>0.4</td>
<td>4</td>
<td>0.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2011-12</td>
<td>6</td>
<td>0.2</td>
<td>3</td>
<td>0.1</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>0.0</td>
</tr>
<tr>
<td>2010-11</td>
<td>3</td>
<td>0.1</td>
<td>2</td>
<td>0.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2009-10</td>
<td>2</td>
<td>0.1</td>
<td>2</td>
<td>0.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2008-09</td>
<td>2</td>
<td>0.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2007-08</td>
<td>4</td>
<td>0.1</td>
<td>2</td>
<td>0.1</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
South East High is currently in the second year as a Provision 2 school, which means that parents do not have to complete a meal application. Therefore, the percentage of students qualifying for free/reduced meals is the same as two years ago. The 2014 Title I Ranking for South East shows that has 85.5% of students qualify to receive free or reduced meals. Currently, 14.6% of the students are English Learners, 9.4% Special Education students, and 11.9% gifted. All students are considered Title I since South East is Title I Schoolwide. The home language of 84.3% of the students is Spanish. The school receives categorical funding from Title I, Economic Impact Aid-English Learner, Title III, and Gifted funds.

**Accreditation**

In the fall of 2005, shareholders participated in a process to create the school's initial vision and Expected Schoolwide Learning Results. Each academy was asked to develop a vision, mission, and goals based on its student needs, achievement data from feeder schools, and the belief that all students can achieve at high levels. The idea behind developing the academies’ vision and purpose was to build identity and culture within all academies and to build on academy strengths as a school. As a next step in the process, departments took the academy visions and drafted a schoolwide vision. The final step included revision and approval of the proposed vision and purpose from the Steering Committee (Leadership Team). The result of the multiple layered collaboration of all shareholders was the development of a vision and Expected Schoolwide Learning Results.

The same layered collaborative process was used in the creation of our mission statement and the revision of our vision and ESLRs in spring 2008. The process was introduced to our Leadership Team, revised by our Home Groups, and finalized by our Focus Groups. The goal throughout the process was to create a vision and mission statement, and ESLRs that are measurable, attainable, and clearly tied to the rigor of a standards-based high school. South East High received an initial accreditation, with a full visitation in three years, from the Western Association of Accredited Schools (WASC) the year it opened. The school received a full six-year accreditation with a three-year visit when it was reviewed by a team from WASC in the spring of 2009.

The school is now conducting a self-study with all stakeholder groups in a preparation for a visit in the spring of 2015. The main process of conducting the self-study which includes the creation of Home and Focus Groups is still in effect.

**Small Learning Communities**

Each small learning community has its own identity within the comprehensive high school and is based on career interests. While offering a standards-based A-G curriculum, small schools also offer career electives to prepare SEHS students to be college prepared and career ready. The small school themes were refined in 2010 with input from parents, students and faculty. South East's five small schools developed from that process. Each small school has a vision, mission, and set of goals.

The following are the five small schools:
South East High School

1. The Business, Innovation, and Leadership Small School (BIL) offers a rigorous, goal-oriented curriculum to students with an interest in careers in the private and public business and finance sectors. In cooperation with parents and community partners, BIL prepares students for post-secondary work as well as a foundation for their life interests.

2. The Health and Science Education Small School (HSE) prepares students to become leaders in the field of public policy, focusing on environmental issues, public health concerns, and multicultural issues. With a proven capacity for critical thinking and self-reliance, students become responsible and effective citizens who will have the capacity to become confident leaders who will influence public policy.

3. The Justice and Law Small School (JLAW) prepares students for a future in public service. JLAW teachers instill a passion for life-long learning, social responsibility, and service to others by providing career-related experiences that expose them to justice and law through interdisciplinary culminating tasks.

4. The Technology and Media Magnet (T&M) small school enables students to achieve technological proficiency and media literacy. We provide opportunities for our students to expand and apply their critical thinking and problem solving skills. The Technology and Media Magnet empowers students, through literacy in technology and media, to become leaders in the 21st Century.

5. The Visual and Performing Arts Small School (VAPA) nurtures the individual gifts of each student while maintaining the highest standards of performance and production quality. VAPA teachers are committed to creating an artistic environment where students will achieve their highest potential while expressing their art form.

Professional Learning Communities

South East High’s professional development the past six years has been concentrated on the development and Implementation of Professional Learning Communities (PLCs). Each department has at least one PLC and meets on Banked Tuesdays and at times outside of the basic assignment. The PLC meetings focus on completing the cycle. The PLC cycle includes identifying essential standards, developing common formative and summative assessments, formulating smart goals, sharing best practices, and intervention. This year, the PLCs also focused on creating and implementing a project so as to experience first-hand the process that students experience when working on projects.

Student Attendance

Student attendance remains relatively constant in the low ninety percent range. South East won a few years ago an award for “Most Improved Student Attendance” as well as “Best High School Student Attendance” for the area.

<table>
<thead>
<tr>
<th>Year</th>
<th>Transiency Rate</th>
<th>Actual Attend Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>28.2</td>
<td>92.9%</td>
</tr>
<tr>
<td>2011-12</td>
<td>25.5</td>
<td>91.4%</td>
</tr>
<tr>
<td>2010-11</td>
<td>22.0</td>
<td>91.8%</td>
</tr>
</tbody>
</table>
**South East High School**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>29.20</td>
<td>91.20%</td>
</tr>
<tr>
<td>2008-09</td>
<td>27.67</td>
<td>91.68%</td>
</tr>
<tr>
<td>2007-08</td>
<td>28.49</td>
<td>90.54%</td>
</tr>
<tr>
<td>2006-07</td>
<td>33.48</td>
<td>88.80%</td>
</tr>
<tr>
<td>2005-06</td>
<td>35.33</td>
<td>88.49%</td>
</tr>
</tbody>
</table>

**Parent Involvement**
The Parent Center is staffed by a Community Representative that serves as a liaison between the school and the community. Many workshops, classes, and trainings are offered to parents throughout the school year. The workshop topics center on providing academic help at home to student, understanding assessment results, and the social/emotional/psychological health of the student. Parents can also volunteer their time through the Parent Volunteer Program. Other opportunities for involvement for parents include serving on the English Learner Advisory Committee, School Site Council, Shared Decision Making Council, and the Parent Teacher Student Association. All material sent home is in English or Spanish depending on the language preference of the parent. Materials sent home include progress reports, reports cards, assessment results, newsletters, and flyers.

**Public Choice**
South East High was selected to participate in the Public School Choice 3.0 process. The school submitted a Letter of Intent in March 2011. A design team, composed of various stakeholders wrote the school plan that was submitted during the 2011-12 school year. The main reform effort included in the plan was the Small School Model. The plan was approved the following school year. South East was part of a PSC review in the fall and spring of the 2012-13 school year. The recommendations can be found in the LAUSD School Review Process Recommendations section.

**School Improvement Grant (SIG)**
The school was given an opportunity to apply for a School Improvement Grant during the 2011-12 school year. The school was awarded the grant in March 2012. The model chosen was the Transformational Model. As part of the grant, the school day was increased by 59 minutes. As a result, South East is able to offer credit recovery, intervention and enrichment classes during the day. The additional SIG funds are used for professional development, tutoring outside of the school day, instructional materials, and other school needs.

**Program Improvement & Core Waiver**
Last year, the school was in Program Improvement (PI) Year 5. The Adequate Yearly Progress (AYP) was met in 15 of the 18 indicators. The school did not meet the targets for participation rate for English Learners, the proficiency rate for English Learners in English/Language Arts and math, and the graduation rate. This year the school is under the Core Waiver agreement that was approved for our district. While the implication is that our school is no longer a PI school, strategies are being implemented to meet the AYP such as Small Schools, extensive professional development focusing on the PLC cycle and project-based instruction, Response to Intervention, and extended learning services for students.
A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, attendance, and suspensions/expulsions. The COMPREHENSIVE NEEDS ASSESSMENT, CORE Waiver Status and Intervention Form, and LAUSD School Review Process Recommendations comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Insert the following documents which were used to analyze data in order to formulate School Goals and Key Strategies. Based upon the data, determine actions/tasks that will help improve teaching and increase student achievement.

Data Summary Sheet (subgroup data reflects sample size down to 11 students)
### 2013 Adequate Yearly Progress School Report

#### School Report

**South East High School**

**School Code:** 1650-06

**School Type:** High

**ESEA Title I Indicators:**
- **Schoolwide:** 16 of 20
- **Black or African American:** 16 of 20
- **American Indian or Alaska Native:** 16 of 20
- **Asian:** 16 of 20
- **Filipino:** 16 of 20
- **Hispanic or Latino:** 16 of 20
- **Native Hawaiian or Pacific Islander:** 16 of 20
- **White:** 16 of 20
- **Two or More Races:** 16 of 20
- **Socioeconomically Disadvantaged:** 16 of 20
- **English Language Learners:** 16 of 20
- **Students with Disabilities:** 16 of 20

#### 2013 Adequate Yearly Progress School Report

**At Risk Graduation Rate:** 73.20%
**In Graduation Rate:** 79.05%
**Dropout Rate:** 9.67%
**Graduation Rate:** 76.95%

**2013 AYP Status:**
- **Schoolwide:** Not Met
- **Black or African American:** Not Met
- **American Indian or Alaska Native:** Not Met
- **Asian:** Not Met
- **Filipino:** Not Met
- **Hispanic or Latino:** Not Met
- **Native Hawaiian or Pacific Islander:** Not Met
- **Two or More Races:** Not Met
- **Socioeconomically Disadvantaged:** Not Met
- **English Language Learners:** Not Met
- **Students with Disabilities:** Not Met

**Graduation Rate Criteria:**
- Met or exceeded the goal of 90%, or (2) met the federal target graduation rate of 70%.

**Exclusions:**
- **Schoolwide:** N/A
- **Black or African American:** N/A
- **American Indian or Alaska Native:** N/A
- **Asian:** N/A
- **Filipino:** N/A
- **Hispanic or Latino:** N/A
- **Native Hawaiian or Pacific Islander:** N/A
- **Two or More Races:** N/A
- **Socioeconomically Disadvantaged:** N/A
- **English Language Learners:** N/A
- **Students with Disabilities:** N/A

**Academic Performance Index (API) - Additional Indicator for AYP**

**2012 Baseline API:** 706
**2013 Baseline API:** 706

**2012 Baseline API Metric:**
- **Schoolwide:** N/A
- **Black or African American:** N/A
- **American Indian or Alaska Native:** N/A
- **Asian:** N/A
- **Filipino:** N/A
- **Hispanic or Latino:** N/A
- **Native Hawaiian or Pacific Islander:** N/A
- **Two or More Races:** N/A
- **Socioeconomically Disadvantaged:** N/A
- **English Language Learners:** N/A
- **Students with Disabilities:** N/A

**2013 Baseline API Metric:**
- **Schoolwide:** N/A
- **Black or African American:** N/A
- **American Indian or Alaska Native:** N/A
- **Asian:** N/A
- **Filipino:** N/A
- **Hispanic or Latino:** N/A
- **Native Hawaiian or Pacific Islander:** N/A
- **Two or More Races:** N/A
- **Socioeconomically Disadvantaged:** N/A
- **English Language Learners:** N/A
- **Students with Disabilities:** N/A

**Socioeconomic Status:**
- **Black or African American:** 16 of 20
- **American Indian or Alaska Native:** 16 of 20
- **Asian:** 16 of 20
- **Filipino:** 16 of 20
- **Hispanic or Latino:** 16 of 20
- **Native Hawaiian or Pacific Islander:** 16 of 20
- **White:** 16 of 20
- **Two or More Races:** 16 of 20

**Socioeconomically Disadvantaged:**
- **16 of 20**

**English Language Learners:**
- **16 of 20**

**Students with Disabilities:**
- **16 of 20**
Single Plan for Student Achievement (SPSA) Evaluation

Linking Goals, Strategies, and Actions from the SPSA to Increased Student Achievement

Directions: Answer the questions below in small groups/committees to consider if the strategies, actions, and expenditures written in the SPSA are increasing students' achievement. Compile your answer and submit using the online process.

<table>
<thead>
<tr>
<th>Proficiency for All</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Based on the comprehensive needs analysis, which subgroup(s), grade level(s), and/or content area(s) were targeted in needing improvement?</td>
</tr>
<tr>
<td>Math</td>
</tr>
<tr>
<td>2. Identify the Tier 2 intervention programs that are currently in place for:</td>
</tr>
<tr>
<td>2a. English Language Arts</td>
</tr>
<tr>
<td>3. Which English Language Arts strategies/activities supported by categorical programs address targeted subgroup or grade levels?</td>
</tr>
<tr>
<td>After school tutoring</td>
</tr>
<tr>
<td>3a. What data supports this finding?</td>
</tr>
<tr>
<td>a. Curriculum-based assessments</td>
</tr>
<tr>
<td>4. What were the results of the English Language Arts strategies/activities supported by categorical programs?</td>
</tr>
<tr>
<td>a. All improved</td>
</tr>
<tr>
<td>4a. If there was no improvement or only partial improvement, what are the possible underlying causes?</td>
</tr>
<tr>
<td>a. Lack of timely implementation</td>
</tr>
</tbody>
</table>

Page 1
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Which mathematics strategies/activities supported by categorical</td>
<td>a. After school tutoring</td>
</tr>
<tr>
<td>programs address targeted subgroups or grade levels?</td>
<td>b. Saturday tutoring</td>
</tr>
<tr>
<td></td>
<td>c. Between the Bell intervention</td>
</tr>
<tr>
<td></td>
<td>(push-in, learning labs, auxiliary,</td>
</tr>
<tr>
<td></td>
<td>etc.)</td>
</tr>
<tr>
<td></td>
<td>d. Paraprofessionals</td>
</tr>
<tr>
<td></td>
<td>e. Certificated Support Personnel</td>
</tr>
<tr>
<td></td>
<td>(Intervention Coordinator,</td>
</tr>
<tr>
<td></td>
<td>Instructional Coach, Data Coordinator,</td>
</tr>
<tr>
<td></td>
<td>etc.)</td>
</tr>
<tr>
<td></td>
<td>f. Contract Services</td>
</tr>
<tr>
<td></td>
<td>g. Supplemental materials</td>
</tr>
<tr>
<td></td>
<td>h. Other</td>
</tr>
<tr>
<td>5a. What data supports this finding?</td>
<td>a. Curriculum-based assessments</td>
</tr>
<tr>
<td></td>
<td>b. Program assessments</td>
</tr>
<tr>
<td></td>
<td>c. Teacher-created assessments</td>
</tr>
<tr>
<td></td>
<td>d. Student work</td>
</tr>
<tr>
<td></td>
<td>e. CST</td>
</tr>
<tr>
<td></td>
<td>f. CAHSEE</td>
</tr>
<tr>
<td></td>
<td>g. Other</td>
</tr>
<tr>
<td>6. What were the results of the math strategies/activities supported</td>
<td>a. All improved</td>
</tr>
<tr>
<td>by categorical programs:</td>
<td>b. No improvement</td>
</tr>
<tr>
<td></td>
<td>c. Partial growth/improvement</td>
</tr>
<tr>
<td></td>
<td>d. No categorical funds were used</td>
</tr>
<tr>
<td>6a. If there was no improvement or only partial improvement what are</td>
<td>a. Lack of timely implementation</td>
</tr>
<tr>
<td>the possible underlying causes?</td>
<td>b. Limited or ineffective PD to</td>
</tr>
<tr>
<td></td>
<td>support implementation</td>
</tr>
<tr>
<td></td>
<td>c. Not implemented with fidelity</td>
</tr>
<tr>
<td></td>
<td>d. Not matched to students' needs</td>
</tr>
<tr>
<td></td>
<td>e. Other</td>
</tr>
<tr>
<td>7. As measured by CELDT, what percentage of ELs are making progress in</td>
<td>a. AMAO 1 &lt; 1 year cohort? 88.7%</td>
</tr>
<tr>
<td>ELD (AMAO)?</td>
<td>b. AMAO 1 &lt; 5 year cohort? 86.9%</td>
</tr>
<tr>
<td>7a. As measured by CELDT, what percentage of ELs demonstrated English</td>
<td>c. AMAO 2 &lt; 1 year cohort? 67.7%</td>
</tr>
<tr>
<td>proficiency (AMAO 2 &lt; than 5 year cohort)?</td>
<td>d. AMAO 2 &lt; 5 year cohort? 38.9%</td>
</tr>
<tr>
<td>8. Did your Long Term English Learner (LTEL) population:</td>
<td>a. Increase</td>
</tr>
<tr>
<td></td>
<td>b. Decrease</td>
</tr>
<tr>
<td></td>
<td>c. Remained the same</td>
</tr>
<tr>
<td>8a. By what percentage did the LTEL population increase or decrease?</td>
<td>a. 3.3%</td>
</tr>
<tr>
<td>9. Which English Language Development strategies/activities supported</td>
<td>a. After school tutoring</td>
</tr>
<tr>
<td>by categorical programs address targeted language proficiency levels?</td>
<td>b. Saturday tutoring</td>
</tr>
<tr>
<td></td>
<td>c. Between the Bell intervention</td>
</tr>
<tr>
<td></td>
<td>(push-in, learning labs, auxiliary,</td>
</tr>
<tr>
<td></td>
<td>etc.)</td>
</tr>
<tr>
<td></td>
<td>d. Paraprofessionals</td>
</tr>
<tr>
<td></td>
<td>e. Certificated Support Personnel</td>
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<td></td>
<td>(Intervention Coordinator,</td>
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<td></td>
<td>Instructional Coach, Data Coordinator,</td>
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<td></td>
<td>etc.)</td>
</tr>
<tr>
<td></td>
<td>f. Contract Services</td>
</tr>
<tr>
<td></td>
<td>g. Supplemental materials</td>
</tr>
<tr>
<td></td>
<td>h. Other</td>
</tr>
<tr>
<td>9a. What data supports this finding?</td>
<td>a. Curriculum-based assessments</td>
</tr>
<tr>
<td></td>
<td>b. Program Assessments</td>
</tr>
<tr>
<td></td>
<td>c. Teacher-created assessments</td>
</tr>
<tr>
<td></td>
<td>d. Student work</td>
</tr>
<tr>
<td></td>
<td>e. CELDT</td>
</tr>
<tr>
<td></td>
<td>f. Other</td>
</tr>
<tr>
<td>10. What were the results of the ELD strategies/activities supported</td>
<td>a. All improved</td>
</tr>
<tr>
<td>by categorical program?</td>
<td>b. No improvement</td>
</tr>
<tr>
<td></td>
<td>c. Partial growth/improvement</td>
</tr>
<tr>
<td></td>
<td>d. No categorical funds were used</td>
</tr>
</tbody>
</table>
MEM-6184.0
November 5, 2013
ATTACHMENT B

10a. If there was no improvement or only partial improvement, what are the possible underlying causes?
   a. Lack of timely implementation
   b. Limited or ineffective PD to support implementation
   c. Not implemented with fidelity
   d. Not matched to students’ needs
   e. Other

11. What research based professional development training or activities were funded by categorical programs?
   a. Data Analysis
   b. Lesson Planning
   c. Lesson Study
   d. Classroom Observations
   e. Conference Attendance
   f. Other

11a. What indicators were used to measure effectiveness of professional development provided?
   a. Teacher surveys
   b. Evidence of implementation in classroom instruction
   c. Student work
   d. Impact on student achievement (grades, assessment results, etc.)
   e. Other

12. What other evidence (i.e. other performance data) shows an increase in student learning?

13. What strategies/activities supported by categorical programs resulted in improved parent engagement?
   a. Parent Community Representative
   b. Parent Resource Liaison
   c. Parent Trainings
   d. Advisory Council Expenses
   e. Instructional Materials
   f. Other

14. Examine the graduation data on the California Department of Education’s AYP Summary Sheet. Did the school meet or exceed its annual target? (High Schools only)
   a. Yes
   b. No

14a. If yes, what strategies and/or expenditures resulted in the meeting or exceeding of the target?
   a. After-school CAHSEE Intervention
   b. Saturday CAHSEE Intervention
   c. Intervention Coordinator
   d. Counselor
   e. Paraprofessionals
   f. Parent & Student Workshops
   g. Contract Services
   h. Auxiliary
   i. Other

15. Which of the expenditures did not increase growth in graduation rate and therefore will no longer be funded? (High Schools only)

15a. What factors may have caused not meeting the target?
   a. Lack of timely implementation
   b. Limited or ineffective PD to support implementation
   c. Not implemented with fidelity
   d. Not matched to students’ needs
   e. Other
**South East High School**

**LAUSD School Review Process Recommendations**

**Indicate the school’s review process(es):**

- School Improvement Grant (SIG) [ ]
- Public School Choice [X]
- WASC Recommendations [ ]

<table>
<thead>
<tr>
<th>Identify the LAUSD School Review Process Recommendations that correspond with the Findings.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The leadership and faculty should increase the number of students in all subgroups demonstrating proficiency on California Standards Tests and the California English Language Development Test, and passing the California High School Exit Exam.</em></td>
</tr>
<tr>
<td><em>Career experience needs to expand to more real life applications.</em></td>
</tr>
<tr>
<td><em>A need for school wide program curriculum to address ethical behavior and citizenship: Add measurable benchmarks to the social/emotional/physical health action plan that reflect student achievement, attendance, and/or behavioral objectives.</em></td>
</tr>
<tr>
<td><em>Additional professional development on the analysis of student performance data and its use to modify instruction; analyze course periodic and formative assessment data and then reflect on instructional strategies that should be modified to improve student achievement; assessment results need to be used more effectively to guide instruction and improve student performance.</em></td>
</tr>
<tr>
<td><em>The school is working toward equity and consistency across the curriculum. There is a need for more collaboration centered around best practices that include the differentiation of instruction and strategies for English Language Learners. An achievement gap is recognized for EL students. Explore ways to support the implementation of content specific professional development on the use and monitoring of SDAIE strategies for mainstream EL students.</em></td>
</tr>
<tr>
<td><em>A continuous effort to “raise the bar” for all students; need to explore the gap between students’ current level of achievement and grade level standards.</em></td>
</tr>
<tr>
<td><em>PLCs should be analyzing results of the periodic assessments immediately upon receipt and modify instruction accordingly. The administration and faculty leadership should ensure that department-crafted formative assessments be in place across the core, that teachers reflect on the results regularly, and that their instructional practices be modified based on these results.</em></td>
</tr>
<tr>
<td><em>A formalized, step-by-step, schoolwide academic “pyramid of interventions” is needed to support students and teachers.</em></td>
</tr>
<tr>
<td><em>In addition to the present modes of outreach with the feeder middle schools, students should be able to make a more informed decision when choosing their academies.</em></td>
</tr>
<tr>
<td><em>The administration should continue to work with the district to minimize the use of substitute teachers to fill open teaching positions. This practice has contributed to inconsistent instruction and lowered expectations for students in some areas to meet content standards.</em></td>
</tr>
<tr>
<td><em>Parents and students need training to fully understand testing results so they may become full partners in improving student performance and academic success of their children.</em></td>
</tr>
<tr>
<td><em>There needs to be an outreach campaign to parents for truancies and tardiness.</em></td>
</tr>
<tr>
<td><em>Students need opportunities to participate (teacher-student, student-student) in classroom discussion with academic language and content-specific terms.</em></td>
</tr>
<tr>
<td><em>Students need to engage in more challenging discussions with teacher-student and student-student conversations.</em></td>
</tr>
<tr>
<td><em>Students need to demonstrate understanding through open-ended questions that require a structured setting.</em></td>
</tr>
<tr>
<td><em>Further professional development through PLCs, SLCs, Peer Observation, and Coaching to utilize the Public School Choice (PSC) rubrics to ensure delivery of highly competent practices in all areas of instruction.</em></td>
</tr>
<tr>
<td>*Revisit agreements and expectations for the accreditation practices to ensure uniform presentation of clear expectations, agendas, Expected <em>Student Learning Results (ESLRs), standards, student work, rubrics, etc.</em></td>
</tr>
<tr>
<td><em>Post current student work, with rubric, standard, and assignment.</em></td>
</tr>
<tr>
<td><em>Develop/select and utilize a protocol for looking at student work and providing feedback.</em></td>
</tr>
<tr>
<td><em>Develop strategies to check for understanding of all students and utilize data/evidence gathered to guide instruction.</em></td>
</tr>
</tbody>
</table>

*Update Table of Contents if page is deleted.*
**South East High School**

Los Angeles Unified School District  
2014-2015 Single Plan for Student Achievement Goal Matrix  
**ACADEMIC DOMAIN**  
100% GRADUATION

### LEA Goal:  
All students will graduate from high school.

<table>
<thead>
<tr>
<th><em>School Goal:</em></th>
<th>The school will increase the four year-cohort graduation rate to 70% by June 2016.</th>
</tr>
</thead>
</table>

Identify data used to form this goal:  
- [x] AYP Report/CAHSEE  
- [ ] CORE Waiver Data Report (if applicable)  
- [ ] MyData (A-G Report)  
- [x] Data Summary Sheet  
- [ ] Student Grades  
- [ ] Curriculum-Based Measure:  
- [ ] Other:  

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?  
- Did the school meet schoolwide graduation rate targets? If not, what strategy(ies) will the school use to increase graduation rates?  
- Did the school have graduation rates with less than 5% improvement? If so, what strategy(ies) will the school use to increase graduation rates to meet graduation rate targets?  
- How will the school provide differentiated support to subgroups of 20 or more with the lowest proficiency rate on the CAHSEE?  

*The school did not meet the graduation rate. Some of the strategies include purchasing a counselor to decrease the counselor to student ratio and increase personalization, monitor at-risk students to decrease the percent of students dropping out, and provide college preparation activities.*  
*The school graduation rate did not increase. The strategies used are the ones outlined above.*  
*Preparation classes and a bootcamp will be provided to targeted students to provide additional support.*

### Key Strategy(ies):  

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Actions/Tasks to accomplish Strategy(ies)**</th>
<th>Projected Costs, Expenditures, and Funding Sources</th>
<th>How will the school monitor the actions/tasks?</th>
<th>Staff Responsible</th>
<th>Start/Completion Date</th>
</tr>
</thead>
</table>
| Effective Instructional Program (Professional Learning and Classroom Instruction) | Professional Development (PD)  
To support the Common Core Implementation and increase the passage of A-G courses, professional development days will be provided to teachers and staff. The PD will be held before the start of the school year, during the school day, after school, or on Saturdays. The focus of the PD will be on:  
- Implementation of Common Core  
- Writing Across the Curriculum  
- Cognitive Coaching  
- Data Analysis  
- Project-Based Instruction | $5,960  
PD Teacher Reg.  
$15,600  
PD Teacher X-Time  
$2,131  
Staff Conf. Att.  
$3,000  
Staff Training Rate  
$5,000 | The principal will monitor PD topics, agendas, and sign-ins for teacher attendance. The principal will also monitor the activities of the Title I Coord. | Principal Assistant Principal Title I Coord. | August 2014-June 2016 |

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*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).  
**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.*

---

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**South East High School**

<table>
<thead>
<tr>
<th>Title I Coordinator</th>
<th>Contracted Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Title I Coordinator will assist in the development of the PD, present, and demonstrate model lessons. The coordinator will present and plan PD on Saturdays or during off-track time (at the beginning of the school year).</td>
<td>Title I, LCFF</td>
</tr>
<tr>
<td></td>
<td>$100,390</td>
</tr>
<tr>
<td></td>
<td>Prg. Adv. (1.0 Pos.) + diff.</td>
</tr>
<tr>
<td></td>
<td>$3,609</td>
</tr>
<tr>
<td></td>
<td>Prg. Adv. X-Time</td>
</tr>
<tr>
<td></td>
<td>Title I, LCFF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Learning Communities (PLCs)</th>
<th>The principal will also monitor the activities of the Title I Coord.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will work in a PLC to review and revise the course scope and sequence, design lessons, develop common formative and summative assessments, look at student work and share best practices. PLC teachers will meet before the start of the year, during the school day, and beyond the regular basis.</td>
<td>Principal AP</td>
</tr>
<tr>
<td></td>
<td>August 2014-June 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maximizing Instructional Time</th>
<th>The principal, and designees, will monitor through classroom observations, and PLC evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAHSEE Preparation</td>
<td>Principal Assistant Principal PLC Facilitator</td>
</tr>
<tr>
<td>Eleventh and twelfth grade students will be provided preparation classes to increase passage rates in the exam. A bootcamp will be designed for targeted students to provide additional instruction.</td>
<td>August 2014-June 2016</td>
</tr>
<tr>
<td></td>
<td>Principal AP</td>
</tr>
<tr>
<td></td>
<td>August 2014-June 2016</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interventions to Close Achievement Gaps</th>
<th>Counselor X-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A counselor position will be purchased to *monitor student achievement *ensure all students have access and are successful in A-G courses, *monitor the progress of at-risk students of dropping out *reduce the student-to-counselor ratio to allow for personalized guidance *hold Individualized Graduation Plan conferences between counselor, students, and parents to develop a four year plan.</td>
<td>The Principal and the Assistant Principal will monitor the activities of the counselor by reviewing logs, observations, and analyzing reports.</td>
</tr>
<tr>
<td>Counselor X-Time</td>
<td>Principal AP</td>
</tr>
<tr>
<td>Counselor will conduct counseling activities, beyond the required work hours, for at-risk students</td>
<td>Counselor</td>
</tr>
<tr>
<td></td>
<td>August 2014-June 2016</td>
</tr>
</tbody>
</table>

$School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified). **Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.
**South East High School**

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Monitoring - Monitoring and referral of potential dropouts who have been identified as “at-risk” according to their performance on state tests and across the core subject areas. Counselor Assistant will be purchased to counsel targeted students.

College Prep Activities - Provided ongoing college prep activities that support students’ and parents’ understanding of college entrance requirements and funding sources.

CAHSEE Saturday Prep Classes - Tenth grade students will be automatically enrolled in an eight week CAHSEE Saturday Prep. Program. Students will be programmed into two classes: ELA and math. The classes will be taught by credentialed teachers in the subject area.

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$16,084</td>
<td>Counselor Asst. (1.0 Position)</td>
</tr>
<tr>
<td>$35,000</td>
<td>Tutor Teacher X-Time</td>
</tr>
<tr>
<td>$3,000</td>
<td>Clerical Overtime</td>
</tr>
<tr>
<td>$2,000</td>
<td>Custodial Overtime</td>
</tr>
<tr>
<td>$1,000</td>
<td>TA Relief</td>
</tr>
<tr>
<td>LCFF</td>
<td></td>
</tr>
</tbody>
</table>

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**South East High School**

Los Angeles Unified School District  
2014-2015 Single Plan for Student Achievement Goal Matrix  
ACADEMIC DOMAIN  
ENGLISH LANGUAGE ARTS (ELA)

**LEA Goal:** All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

<table>
<thead>
<tr>
<th><em>School Goal:</em></th>
<th>44% of 9-11\textsuperscript{th} grade students will score proficient or advanced on the Common Core ELA Exam for the 2016-17 school year.</th>
</tr>
</thead>
</table>

**Identify data used to form this goal:**  
- \( \checkmark \) AYP Report/CAHSEE  
- \( \square \) CORE Waiver Data Report (if applicable)  
- \( \square \) MyData (CST Strand Report)  
- \( \square \) DIBELS  
- \( \square \) Student Grades  
- \( \square \) Curriculum-Based Measure:  
- \( \checkmark \) Data Summary Sheet

**Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?**  
- Based on the assessments, in what strands of the English Language Arts instructional program were subgroups of 20 or more least proficient?  
- What factors explain changes in proficiency levels over time?  
- Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose?  
- What intervention(s) will be used to address the lowest-achieving subgroups?  

*On the CAHSEE, 10\textsuperscript{th} grade students were least proficient in Writing Strategies and Writing Conventions. The CST results show that all grade levels the areas where students were least proficient were Writing Strategies and Literary Response and Analysis. The results for subgroups such as English Learners and Hispanic students mirrored, for the most part, the results schoolwide.*  
*The factors identified include professional development and intervention.*  
*The CAHSEE intervention classes helped increase the proficiency rate last year to 55.3 from 44.7 the previous year.*  
*There are no changes proposed to the intervention program at this time.*  
*The interventions include Read 180, targeted tutoring, and CAHSEE preparation classes.*

**Key Strategy(ies):**

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Actions/Tasks to accomplish the Strategy(ies)**</th>
<th>Projected Costs, Expenditures, and Funding Sources</th>
<th>How will the school monitor the actions/tasks?</th>
<th>Staff Responsible</th>
<th>Start/Completion Date</th>
</tr>
</thead>
</table>
| **Effective Instructional Program (Professional Learning and Classroom Instruction)** | PLC Collaboration  
English Dept. PLCs will meet during designated PD time within the school day and outside of the regular school day. The PLCs will continue to go through the PLC cycle including developing common formative assessments for each grade level, creating or revising existing rubrics, and sharing best practices.  
Conference Attendance  
Selected teachers will attend conferences that will support the work of the PLC and the transition to Common Core. Some of the conferences include Common Core and the College Board. | $5,000  
PD Teacher X-Time  
$4,000  
PD Teacher Regular  
$2,000  
Staff Conference Att.  
$3,000  
PD Reg. Fees Title I, LCFF | The principal, and designees, will conduct monitoring duties through classroom observations, agendas, and other PLC evidence. | Principal  
AP  

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).**

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.**

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<table>
<thead>
<tr>
<th><strong>Maximizing Instructional Time</strong></th>
<th><strong>Interventions to Close Achievement Gaps</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Size Reduction Teacher</strong></td>
<td><strong>Targeted Literacy</strong> A class-size reduction teacher will be purchased to reduce class sizes, especially at the 9th and 10th grade levels, which will enable teachers to provide greater differentiation of instruction.</td>
</tr>
<tr>
<td></td>
<td><strong>CAHSEE and SAT Intervention Classes</strong> CAHSEE Preparation classes will be offered on Saturday to all tenth grade students to increase the passage rate in ELA. The classes will run for eight weeks prior to the exam. A locally designed curriculum will be used to focus on areas of need in ELA. The SAT Intervention class will enroll targeted eleventh grade students that need additional preparation to receive a higher score on the test. Teacher debriefing sessions will be held after each day of instruction for both the CAHSEE and SAT classes.</td>
</tr>
<tr>
<td><strong>$189,567</strong>&lt;br&gt;Teacher, CSR&lt;br&gt;<strong>+$</strong> Ben. Abs.&lt;br&gt;<strong>Title I, LCFF</strong></td>
<td><strong>$10,000</strong>&lt;br&gt;Instructional Materials&lt;br&gt;<strong>Title I</strong>&lt;br&gt;$1,500&lt;br&gt;Day to Day Subs&lt;br&gt;<strong>Title I, LCFF</strong>&lt;br&gt;$6,115&lt;br&gt;Non-Instruct. Contracts - Copier&lt;br&gt;$2,385&lt;br&gt;Maintenance of Equipment&lt;br&gt;<strong>Title I</strong>&lt;br&gt;$15,000&lt;br&gt;Tutor Teacher X-Time&lt;br&gt;$6,000&lt;br&gt;Non-Instruct. Contracts - Copier&lt;br&gt;$2,600&lt;br&gt;PD Teacher X-Time&lt;br&gt;LCFF&lt;br&gt;</td>
</tr>
<tr>
<td><strong>The principal will monitor CST teacher through classroom observations and evaluation process.</strong></td>
<td><strong>The principal and AP will oversee the master schedule and the ordering of materials. The principal, or designee, will contract with copier and duplo vendors.</strong></td>
</tr>
<tr>
<td><strong>Principal</strong>&lt;br&gt;<strong>Aug. 2014-June 2016</strong></td>
<td><strong>Principal</strong>&lt;br&gt;<strong>AP</strong>&lt;br&gt;<strong>Title I Coord.</strong>&lt;br&gt;<strong>Aug. 2014-June 2016</strong></td>
</tr>
</tbody>
</table>
South East High School

Los Angeles Unified School District
2014-2015 Single Plan for Student Achievement Goal Matrix

ACADEMIC DOMAIN
MATHEMATICS

**LEA Goal:** All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

**School Goal:** The percent of students passing the CAHSEE will increase from 81% to 86% by Spring 2016.

<table>
<thead>
<tr>
<th>Identify data used to form this goal:</th>
<th>AYP Report/CAHSEE</th>
<th>CORE Waiver Data Report (if applicable)</th>
<th>MyData (CST Strand Report)</th>
<th>Data Summary Sheet</th>
</tr>
</thead>
</table>

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- Based on the assessments, in what strands of the mathematics instructional program were subgroups of 20 or more least proficient?
- What factors explain changes in proficiency levels over time?
- Were interventions effective in moving students to proficiency? If not, what change in intervention(s) does the school propose?
- What intervention(s) will be used to address the lowest-achieving subgroups?

*The CAHSEE results show that the strands where students were least proficient were Algebra 1 and Measurement and Geometry. The results for the CST show that Functions and Rational Expressions and Graphing were some of the strands where there was the least proficiency.*

*While there was an increase in the percent proficient or above for Geometry, there was a decrease in Algebra I and II.*

**Key Strategy(ies):**

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address subgroup needs.)</th>
<th>Projected Costs, Expenditures, and Funding Sources</th>
<th>How will the school monitor the actions/tasks?</th>
<th>Staff Responsible</th>
<th>Start/Completion Date</th>
</tr>
</thead>
</table>
| Effective Instructional Program (Professional Learning and Classroom Instruction) | PLC Collaboration  
Math dept. PLCs (organized by course) will meet during designated PD time within the school day and outside of the regular school day. The PLCs will continue to go through the PLC cycle including developing common formative assessments for each course.  
Conference Attendance  
Selected teachers will attend conferences that will support the work of the PLC, the transition to Common Core, and differentiation strategies for English Learners. Some of the conferences include National Council of Teachers of Mathematics, and the CABE. | $4,000  
PD Teacher X-Time  
$2,000  
PD Teacher Regular  
$1,000  
Staff Conference Att.  
$1,000  
PD Reg. Fees Title I | The principal, and designees, will conduct monitoring duties through classroom observations, agendas, and other PLC evidence. | Principal  
AP  
Math Dept.  
Chair  

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).  
**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix*
## South East High School

### Maximizing Instructional Time

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Cost</th>
<th>Responsible Party</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Assistant (TA)</td>
<td>$25,654</td>
<td>Title I, LCFF</td>
<td>Aug. 2014</td>
<td>June 2016</td>
</tr>
<tr>
<td>Instructional Materials (IMA)</td>
<td>$3,330</td>
<td>Curricular Trips Title I, LCFF</td>
<td>Aug. 2014</td>
<td>June 2016</td>
</tr>
<tr>
<td>Technology</td>
<td>$8,000</td>
<td>IMA</td>
<td>Aug. 2014</td>
<td>June 2016</td>
</tr>
<tr>
<td>Non-Capitalized Equipment (Classroom)</td>
<td>$54,829</td>
<td>Office Technician (1.0 Pos.)</td>
<td>Aug. 2014</td>
<td>June 2016</td>
</tr>
<tr>
<td>Software License Maintenance</td>
<td>$4,000</td>
<td>Clerical OT</td>
<td>Aug. 2014</td>
<td>June 2016</td>
</tr>
<tr>
<td>&quot;Non-Capitalized Equipment&quot;</td>
<td>$48,408</td>
<td>Title I, LCFF</td>
<td>Aug. 2014</td>
<td>June 2016</td>
</tr>
<tr>
<td>General Supplies</td>
<td>$5,008</td>
<td>Clerical OT</td>
<td>Aug. 2014</td>
<td>June 2016</td>
</tr>
<tr>
<td>Software License Maintenance</td>
<td>$9,500</td>
<td>Title I, LCFF</td>
<td>Aug. 2014</td>
<td>June 2016</td>
</tr>
</tbody>
</table>

*School Goals should be measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified). **Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.

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South East High School

<table>
<thead>
<tr>
<th>Interventions to Close Achievement Gaps</th>
<th>Tutorial Classes</th>
<th>CAHSEE and SAT Intervention Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>An additional support class will be offered to targeted students based on multiple measures including grades, state assessment results, and teacher recommendation. The program teachers will meet periodically to review student data and for planning activities. The Intervention Coordinator will also coordinate with teachers to ensure that targeted students are making progress.</td>
<td>The principal and AP will oversee the master schedule and proper placement of students. The principal will oversee the activities of the Intervention Coord.</td>
<td>The principal and AP will monitor enrollment reports, curriculum design, and classroom instruction.</td>
</tr>
</tbody>
</table>

**Interventions to Close Achievement Gaps**

**Tutorial Classes**

An additional support class will be offered to targeted students based on multiple measures including grades, state assessment results, and teacher recommendation. The program teachers will meet periodically to review student data and for planning activities. The Intervention Coordinator will also coordinate with teachers to ensure that targeted students are making progress.

**CAHSEE and SAT Intervention Classes**

CAHSEE Preparation classes will be offered on Saturday to all tenth grade students to increase the passage rate in math. The classes will run for eight weeks prior to the exam. A locally designed curriculum will be used to focus on areas of need in math. The SAT Intervention class will enroll targeted eleventh grade students that need additional preparation to receive a higher score on the test. Teacher debriefing sessions will be held after each day of instruction for both the CAHSEE and SAT classes.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day to Day Subs</td>
<td>$1,500</td>
</tr>
<tr>
<td>Intervention Coordinator (1.0 Pos.) Title I, LCFF</td>
<td>$100,390</td>
</tr>
<tr>
<td>Tutor Teacher X-Time</td>
<td>$15,000</td>
</tr>
<tr>
<td>Non-Instruct. Contracts: Copier</td>
<td>$5,500</td>
</tr>
<tr>
<td>PD Teacher X-Time</td>
<td>$2,000</td>
</tr>
<tr>
<td>LCFF</td>
<td></td>
</tr>
</tbody>
</table>

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.**
South East High School

Los Angeles Unified School District
2014-2015 Single Plan for Student Achievement Goal Matrix

ACADEMIC DOMAIN

ENGLISH LANGUAGE PROGRAMS
English Language Development (ELD) and Access to Core

**School Goal:** The percent of students making annual growth on the CELDT will be 60% by 2016.

<table>
<thead>
<tr>
<th>Identify data used to form this goal:</th>
<th>× AYP Report/CAHSEE</th>
<th>× CORE Waiver Data Report (if applicable)</th>
<th>× MyData (CST Strand Report)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>× CELDT / AMAOs</td>
<td>× Student Grades</td>
<td>× Curriculum-Based Measure:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>× Data Summary Sheet</td>
</tr>
</tbody>
</table>

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- What factors explain the changes in proficiency levels over time?
- Why were interventions effective or ineffective in moving students to proficient or advanced on the assessment?
- What factors explain the increase or decrease in the number of Long Term English Learners (LTELs)?

Proficiency in CELDT (.7%), CST ELA (31.4%) and CST Math (28.8%) all increased for EL students from 2011-12 to 2012-2013 school year. LTEL population decreased by 2%. Students are closely monitored through their LTEL and ELD courses to identify areas of growth and determine next steps in areas of need.

**Key Strategy(ies):**

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Actions/Tasks to accomplish the Strategy(ies)** (Actions/Tasks must address English learner needs.)</th>
<th>Projected Costs, Expenditures, and Funding Sources</th>
<th>How will the school monitor the actions/tasks?</th>
<th>Staff Responsible</th>
<th>Start/Completion Date</th>
</tr>
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<tbody>
<tr>
<td>Effective Instructional Program (Professional Learning and Classroom Instruction)</td>
<td>PD teacher X Time With assistance from Targeted Student Population Program Advisor (TSPPA) and Title III Coach, teachers will review data from assessments such as CAHSEE, CELDT, Periodic Assessments and teacher-created assessments to monitor ELD progress of EL students. Through professional development, teachers will experience and practice strategies that support ELD development in a more timely manner. Data will be reviewed to determine areas of need for ELs and create curriculum that will support needs.</td>
<td>$1,000 PD Teacher X-Time 7S176 7S046</td>
<td>Data analysis of CELDT, CAHSEE, PA2, student grades</td>
<td>TSPPA, CPA, Title III Coach, AP</td>
<td>06/2014-07/2015</td>
</tr>
<tr>
<td>Maximizing Instructional Time</td>
<td>PD teacher X Time &amp; TA Relief Time Teachers will use lessons created for ELs to maximize instructional time and promote ELD development with assistance from TAs to provide additional support. Teachers will participate in lesson study with support from TSPPA and Title III Coach to review results.</td>
<td>$800 PD Teacher X-Time $472 TA Relief 7S176 7S046</td>
<td>Data analysis of CELDT, CAHSEE, PA2, student grades</td>
<td>TSPPA, CPA, Title III Coach, AP</td>
<td>06/2014-07/2015</td>
</tr>
</tbody>
</table>

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*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.
**South East High School**

<table>
<thead>
<tr>
<th>Interventions to Close Achievement Gaps</th>
<th>Teacher X Time Tutoring</th>
<th>Goal Matrix</th>
<th>Data Analysis of CELDT, CAHSEE, PA2, Student Grades, Tutoring Rosters</th>
<th>TSPPA, CPA, Title III Coach, AP</th>
<th>06/2014-07/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher X Time Tutoring</td>
<td>Teachers of EL students will provide additional intervention and enrichment to students during the school day (specifically in LTEL or ELD courses) and after school.</td>
<td>$3,100 X-Time Tutoring 7S176 7S046</td>
<td>Data analysis of CELDT, CAHSEE, PA2, student grades, tutoring rosters</td>
<td>TSPPA, CPA, Title III Coach, AP</td>
<td>06/2014-07/2015</td>
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**LEA Goal:** All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.

<table>
<thead>
<tr>
<th><em>School Goal:</em></th>
<th>The school will increase the percent of parents, based on the School Experience Survey, that agree that teachers inform them about their child’s progress to 65% by June 2016 from 57.8% last school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify data used to form this goal:</td>
<td>□ AYP Report/CAHSEE □ CORE Waiver Data Report (if applicable) □ MyData (CST Strand Report) □ Student Grades □ School Experience Survey □ Data Summary Sheet □ Other: ____________________</td>
</tr>
</tbody>
</table>

Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?

- What factors explain changes in parents feeling welcomed at school over the last two years?
- What factors explain changes in parents having opportunities for involvement at school over the last two years?
- What factors explain the changes in parents talking with their child’s teacher about schoolwork over the last two years?

*No factors were identified as to why the percentage of parents, as noted on the School Experience Survey, that feel welcome at the school decreased from 82.4% to 68.3% since the strategies and personnel remained much intact from the previous year.

*One of the factors identified for parents feeling they have fewer opportunities to be involved at the school is the elimination of the Compensatory Education Advisory Committee. Otherwise, the same opportunities are available at the school.

*One of the factors that was identified, as to the positive increase (21.8 vs. 51.8) in parents talking to their child’s teacher about schoolwork over the last two years, is the addition of Parent Conference Week. During this week, appointments are set for parents of students at risk of failing a class to conference with teachers.

**Key Strategy(ies):**

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<th>Actions/Tasks to accomplish the Strategy(ies)**</th>
<th>Projected Costs, Expenditures, and Funding Sources</th>
<th>How will the school monitor the actions/tasks?</th>
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<tr>
<td>Parent Engagement</td>
<td>Parent Involvement: Create opportunities for parents to be involved in their child’s education both at the school and at home. Some of the strategies include parent workshops to help their students at home, maintaining parents informed of parent involvement opportunities, development of the parent volunteer program, and parent participation in the advisory committees and councils. Provide parent activities at times convenient to parents. Organize events such as Family Math and Reading Nights. Community Representative: Retain the Community Representative to operate as a liaison between school and community.</td>
<td>$11,369 Community Rep. The rep. will serve as a contact between the school and the community. The rep. will conduct and/or organize parent activities to increase parent involvement. Title I, LCFF.</td>
<td>The Community Rep. will be monitored by the principal, assistant principal, and the Title I Coord.</td>
<td>Principal Asst. Principal Title I Coord. Comm. Rep.</td>
<td>August 2014-June 2016</td>
</tr>
</tbody>
</table>

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).

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<table>
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<th>South East High School</th>
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<tbody>
<tr>
<td><strong>Parent Communication</strong></td>
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<tr>
<td><strong>Parent Training</strong></td>
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<tr>
<td><strong>Contracted Services</strong></td>
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<tr>
<td><strong>Parent Training</strong></td>
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<tr>
<td><strong>Custodial OT</strong></td>
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<tr>
<td><strong>Custodial Supplies</strong></td>
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<tr>
<td><strong>Clerical OT</strong></td>
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<tr>
<td><strong>Parent Conference Att.</strong></td>
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<tr>
<td><strong>Funds to pay registration fees and incidentals.</strong></td>
</tr>
<tr>
<td><strong>Principal AP Title I Coord. Comm. Rep.</strong></td>
</tr>
</tbody>
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*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.*
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**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.**

<table>
<thead>
<tr>
<th>South East High School</th>
<th>$8,276</th>
<th>Technology Laptops and a projector will be purchased to enhance workshop presentations and to conduct research activities during the workshop. 7E046, LCFF</th>
</tr>
</thead>
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*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.
**South East High School**

**Los Angeles Unified School District**  
2014-2015 Single Plan for Student Achievement Goal Matrix  

**SOCIAL/EMOTIONAL DOMAIN**  
100% ATTENDANCE, SUSPENSION/EXPULSION and NON-COGNITIVE SKILLS

<table>
<thead>
<tr>
<th><em>School Goal:</em></th>
<th>The schoolwide student attendance rate (96% or better) will increase to 55% by the end of 2014 and 58% by the end of 2015.</th>
</tr>
</thead>
</table>

**Identify data used to form this goal:**  
- AYP Report/CAHSEE  
- MyData (Early Warning/At-Risk Report)  
- Student Grades  
- Data Summary Sheet  
- School Experience Survey  
- Curriculum-Based Measure:  
- Other:  

**Using the results of the Comprehensive Needs Assessment and the answers to the questions below, what conclusions can be drawn?**  
- Did the school meet its 2013-2014 attendance targets?  
- What factors explain changes in student attendance rates over the last two years?  
- How many instructional days were lost to suspension over the last two years?  
- What factors explain the changes that occurred in the suspension rates over the last two years?  
- What factors explain the changes that occurred in instructional days lost to suspension over the last two years?  
- What factors explain the changes that occurred in student responses to school safety?  

* The attendance target of 55% of students with 96% or better attendance was not met. The school did increase the percent of students with 96% or better attendance from 43.0% to 52.9%.  
* The increase in the attendance rate was due to continued funding of the PSA Counselor, the addition of a second PSA counselor, more student recognition, and greater targeting of chronic absentees. A decline in enrollment was also a factor.  
* The suspension rate stayed the same last year 0.6%. This rate is lower than the district rate.  
* The number of days lost to suspensions last year was 38 days, which is a decrease from 57 the previous year. The decrease is due to the continued emphasis on progressive discipline with suspensions being given to students only in extreme cases. A positive behavior program was also implemented.  
* The percent of students that feel safe on campus decreased, based on the School Experience Survey. There were no changes identified since the implementation of the School Safety Plan was the same last year.

**Key Strategy(ies):**

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<tr>
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</table>
| **Social / Emotional Interventions** | Schoolwide Attendance Plan  
The school will implement a schoolwide attendance plan to ensure that the number of students meeting the district target goal of 96% attendance or better is within the district’s target range. If students are not meeting the 96% goal due to social/emotional issues, then appropriate interventions will be explored and implemented. The plan will include incentives to reward students with exemplary and improved attendance.  
PSA Counselor  
A PSA counselor position will be purchased to  
*develop and monitor attendance plans for students with attendance issues  
*conference and/or make home visits, during or beyond the school day, to students with 10+ absences  
*participate in Cost Teams to provide intervention for students with chronic absences  
*coordinate incentive programs in the form of rewards for students with perfect or improved attendance | $3,000 General Supplies LCFF  
$156,601 PSA Counselor (1.5 Position) Title I, LCFF | The principal, along with a designee, oversee implementation of the plan.  
The principal will monitor the activities of the PSA Counselor and will receive ongoing updates. | Principal AP  
Principal PSA Counselor | Aug. 2014-June 2016  

*School Goals should be: measurable, focused on identified student learning needs, and prioritized (if more than one School Goal is identified).  
**Schools may use the Resource Guide for completing the SPSA for additional information and assistance in completing the Goal Matrix.

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**Student Health** - The school nurse will follow-up on health factors that lead to chronic absenteeism and low student achievement by:
- conducting illness and injury follow-up
- referring students to outside agencies, if needed, when health factors are identified as potentially contributing to students’ poor academic achievement.
- providing health related counseling and education for parents and families
- facilitating staff development in health-related issues

**School Psychologist**
The psychologist will
- meet with at-risk students (including Special Ed.) and families to address the trends in attendance.
- Make home visits as needed
- provide early interventions and provide consultations for parents and staff
- assist in designing interventions to address students with high absences
- provide class consultations

**Psychiatric Social Worker (PSW)**
The PSW will
- provide classroom consultation
- provide mental health counseling services to students
- facilitates COST meetings
- meet with parents of referred students
- offer mental health promotion, awareness, and education
- offer professional development opportunities for students, parents, and school staff on:
  - Mental Health Awareness
  - Crisis and Suicide Prevention and Intervention
  - Threat assessment and management
  - Personal safety and child abuse prevention

$79,161
Nurse
(4 days/wk.)
Title I, LCFF

The principal, or designee, will oversee the nurse’s activities through observation and periodic updates.

$93,960
Psychologist
(4 days/week)
Title I, LCFF

The principal, or designee, will oversee the psychologist's activities through observation and periodic updates.

$104,401
PSW
(1.0 Position)
Title I, LCFF

The principal, or designee, will oversee the PSW's activities through observation and periodic updates.

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*SCHOOL GOALS SHOULD BE: MEASURABLE, FOCUSED ON IDENTIFIED STUDENT LEARNING NEEDS, AND PRIORITIZED (IF MORE THAN ONE SCHOOL GOAL IS IDENTIFIED).**

*SCHOOLS MAY USE THE RESOURCE GUIDE FOR COMPLETING THE SPSA FOR ADDITIONAL INFORMATION AND ASSISTANCE IN COMPLETING THE GOAL MATRIX.

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**South East High School**  
**CORE Waiver Status and Interventions Form**

Title I schools that fail to meet their California Annual Measurable Objectives (CA AMO) and/or their School Quality Improvement System growth goal* will be required to help inform appropriate interventions and shall indicate so in the annual Single Plan for Student Achievement (SPSA) by adding the Status and Interventions form and answering template questions provided by CORE staff to the participating LEA. A template to indicate AMO achievement and questions for 2014-15 are as follows:

|----------------------------------------|-----------------|

<table>
<thead>
<tr>
<th>2013-2014 AMOs (based on 2012-2013 data)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the school meet this year’s API growth target?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Did the school meet this year’s achievement target? (California Annual Measurable Objectives)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Did the school meet the graduation rate target? (if applicable)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Did the school meet this year’s School Quality Improvement Goal?</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior Year AMOs (based on 2011-2012 data)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the school meet the prior year’s API growth target?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Did the school meet the prior year’s achievement target? (California Annual Measurable Objectives)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Did the school meet the prior graduation rate target? (if applicable)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Did the school meet this year’s School Quality Improvement Goal?</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

1. Based on analysis of the CA AMOs, graduation rates and School Quality Improvement System, which subgroups and content areas will the school target for improved achievement in the 2014-15 school year?

   English Learners and Students with Disabilities

2. Are there existing goals within the SPSA addressing the target areas for improved academic achievement identified in the Status and Intervention form?

   Mark boxes where existing goals within the SPSA are found:
   - X 100% Graduation
   - X English Language Arts
   - X Mathematics
   - X English Language Development -Title III
   - Parent & Community Engagement
   - 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills

3. Are there existing interventions planned to address the target areas for improved academic achievement linked to the goals related to the Status and Intervention form?

   Mark boxes where existing interventions within the SPSA are found:
   - X 100% Graduation
   - X English Language Arts
   - X Mathematics
   - X English Language Development -Title III
   - Parent & Community Engagement
   - 100% Attendance, Suspension/Expulsion & Non-Cognitive Skills

4. What indicators will be used to measure success of the applied interventions and indicate where those goals are found?

   State assessment results, increase in the percent of students passing A-G courses with a “C” or better, graduation data, and reclassification rates.

*Availability to be determined at a later date

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1. Describe how the school provides increased learning time to underperforming students outside the school day. (Include intervention programs provided before school, during the school day, after school, and on Saturdays.)

The school is already in an extended day schedule with students enrolled in an extra period. However, underperforming students have an opportunity to receive additional instruction through a variety of ways. Tenth grade students are automatically enrolled to attend the Saturday CAHSEE school. Students are provided with 16 hours each of ELA and math instruction. The classes are taught by the regular math and English teachers. Selected English Learners have also participated in an after school program skills building program.

2. Describe the strategies to be utilized to meet the educational needs of historically underserved population (migrant students, homeless students and American Indian students).

The following strategies will be utilized to meet the educational needs of Migrant Students:
- Address the needs of migrant students in the Single Plan for Student Achievement.
- Ensure that the Migrant Education Program (MEP) Family Work Questionnaire is part of the enrollment packet.
- The Principal will designate a certificated staff member to be the MEP school contact person. The certificated contact person will be the Title I Coordinator (position/title).
- Complete the Intervention Services Survey.
- Conduct the initial assessment of the migrant student using the MEP Individual Learning Plan (MEP ILP).
- Arrange a Parent/Teacher conference to discuss the student's MEP ILP.
- Record the MEP ILP in the student's cumulative record.
- Implement the Migrant Education Purple Folder.
- Monitor documentation requirements for migrant students.
- Address the individual student's needs through the recommended services noted on the MEP ILP.
- Provide an in-service on the Migrant Education Program. (Please contact the MEP Office for assistance with in-service).

The following strategies will be utilized to meet the educational needs of Homeless Students:
- Ensure that the Student Residency Questionnaire is included in every school enrollment packet.
- Make sure that The Student Residency Questionnaire is also disseminated annually to account for students who become homeless after initial enrollment.
- Ensure that any Student Residency Questionnaires identifying homeless students are faxed to the Homeless Education Program for services immediately upon receipt.
- Each principal shall designate an administrator to serve and be responsible as the School Site Homeless Liaison or oversee a designee to ensure that procedures related to homeless students are implemented appropriately. The designated person will ensure adherence to current District policy regarding the enrollment of homeless children and youth in schools and ensure that these students receive services at the school site and from The Homeless Education Program. The school designee will be PSA Counselor (certificated position/title).

The following strategies will be utilized to meet the educational needs of American Indian Students:
- The Title VII Student Eligibility certification form will be included in the school's enrollment packet and the contact person to assure that American Indian students receive services is the PSA Counselor (certificated position/title).

3. Description of strategies used by the District to attract high-quality, highly qualified teachers to high-need schools includes recruitment efforts to ensure that core academic subject areas are staffed with high-caliber teachers.

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

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

5. Describe how the school will evaluate the effectiveness of the program in meeting the goals and make necessary modifications.

To determine whether or not district, state, and federal goals were met, a report will be compiled [i.e., AYP (AMOs), AMAOs, and MCDs]. Strategies to achieve the goals will be measured for effectiveness through data and the completion of the Annual Evaluation of Single Plan for Student Achievement. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal Matrix pages have not provided results or sustained improvement.

In addition, parents are provided opportunities (i.e., participation in SSC, various public meetings, and/or advisory committees) to renew the report and provide feedback on the programs that have been implemented.

6. Describe how the school assists preschool children in the transition from early childhood programs to elementary school. (elementary schools only)

N/A

7. Describe how teachers are included in the decisions regarding the use of academic assessments that provide information on and that improve student achievement and the overall instructional program.

Teachers are involved in the following activities:

- Training on the use of MyData to determine the progress of their students on periodic assessments and annual assessment scores
- The development of assessments based on their lessons
- Collaboration among grade levels and departments on the assessment results and developing lessons
- Providing intervention for students not meeting grade level standards on the assessments
Each school in LAUSD is required to develop a written parental involvement policy. This policy describes how the school will support and increase parent involvement. The parental involvement policy must be developed with parents and include participation from all appropriate advisory committees and be agreed upon by the School Site Council. The written parental involvement policy at Title I schools must include how parents will be informed of the school’s Title I program requirements.
South East High School

SOUTH EAST HIGH SCHOOL
PARENT INVOLVEMENT POLICY
2014-15

South East High School encourages, supports, and values the participation and involvement of parents in the educational experiences of their children. Students learn best when families and schools work together and develop relationships of shared responsibility and mutual support. For this reason, parents will be actively recruited as partners for success. This policy was developed jointly with parents and will be made available to the community. The parent involvement policy will be evaluated in the spring of each year by the English Learner Advisory Committee (ELAC), and the School Site Council to determine the effectiveness of the policy and to make any modifications as needed. The policy will be mailed to parents at the beginning of the school year. The policy will be also be posted on South East High’s website. The basic elements of the policy include:

1. Communication With Parents
To build consistent and effective communication between the home and the school, to provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet and to ensure that teachers and administrators communicate effectively and in a timely manner with parents, regular communication will include the following:

- Six progress reports and two final report cards each year. There will be more frequent communication from teachers with parents of students earning less than a “C”.
- Back to School, Open House, and twice yearly parent conference nights. Parent Conference Week will also be held to provide an additional opportunity for parents to meet with teachers during the school day.
- Regular school newsletter.
- The use of a computer dialer to inform parents of student absences and events occurring at South East High.
- School-Parent Compact.
- Monthly English Learner Committee meetings. Parent will be notified of such meetings via a flyer sent by mail, Connect-Ed, and by posting of agendas at the front door of the school at least 72 hours in advance.
- Monthly School Site Council meetings.
- Special events/reminder notices sent home with student or via mail and ConnectEd.
- Monthly parent meetings with the principal with an open agenda.
- A Community Representative that serves as a liaison between the school and the community
- Timely mailing of assessment results such as the California Standards Test, High School Exit Exam, report cards, curriculum, and educational course expectations.
- A parent center to serve parents as a one stop resource center for any problems, concerns or issues that parents may have.
- Mailing, or delivery, of information to parents of incoming ninth graders of the Four Year Graduation Plan

All home communication will be in the home language (i.e. English or Spanish) of the student. However, if the home language is not English or Spanish, the communication will be in English.

Title I Parent Meeting
An annual Title I meeting will be held, in September, for the parents of children participating in the program. The meeting will be held to inform parents of the school’s participation in the program and to explain its requirements and parent’s rights to be involved. Parents will also be informed of the services provided to students participating in the program. At this meeting, parents will also be informed of this policy and through their participation in the committees and council, they will be able to be involved in the planning, review, and improvement of Title I programs. Clerical will be trained annually as to how to maintain a high level of service for parents and the community. A box for evaluation of services will be placed in each office.

English Learner Parent Meeting
An annual English Learner parent meeting will be held in October. The meeting will be held to inform parents of their child’s progress in the program and reclassification requirements. Information will also be shared with parents regarding the services provided to students participating in the program. At this meeting, parents will be informed of their rights to be involved in the program through their participation in the English Learner Advisory Committee (ELAC) and School Site Council (SSC) to assist in planning, reviewing, and monitoring of the English Learner programs. This policy will be reviewed with parents at the meeting.

II. Parent and School Personnel Trainings
The purpose of the parent trainings will be to help parents develop skills to use at home to support their child’s academic efforts and social development. Materials will also be distributed related to the instructional program and the trainings being provided. Childcare will be provided, whenever possible, for the workshops and will be advertised in any communication going home regarding the workshops. Parent trainings will be held on a weekly/monthly basis and will include topics such as:

- Becoming Familiar with State Standards
- Understanding State Assessment Results Reports
- Helping with Homework
- Successful Teacher-Parent Conferences
- All You Need to Know about College including A-G requirements
- Introduction to Computing
- How to Help Your English Learner Reclassify
- Getting to Know the IEP Process for Students with Disabilities
- Advocacy Skills for Parents

The trainings will be held in the mornings in the fall and mornings, evenings and Saturdays in the spring. There will be no evening trainings in the fall due to parent concerns regarding safety and the earlier sunset due to a return to standard time.

A parent needs assessment survey will be held at the beginning of the school year to ascertain parent needs and interests. A suggestion box for parents will also be placed in the main office. Parents will also be trained in how to become participants in school decisions and governance through the school committees and council. Parents will also be invited to attend Educational Service Center trainings. Furthermore, parents will be able to attend conferences, i.e. CABLE and the State Title I Conference, throughout the school year. The school staff will also be trained regarding parent involvement. As part of the training, this policy will be reviewed at a faculty meeting early in the year so that the faculty is aware of the school efforts to communicate and work with parents as equal partners.
III. Parent Visitations
Parents will be encouraged to visit classrooms so that they will have a better understanding of the curriculum being taught, get to know their child’s teacher, and as a way to show their child the importance that the parent places on education. The parent can volunteer in the classroom or simply observe. Parents will be required to sign in as a visitor in the main office and display a visitor’s badge. Parents will be able to visit classrooms where their child is not present to gather information regarding the instructional program. The visitations may be made by individual parents or as part of a small team. The school will organize two parent classroom observation days per year.

IV. Parent Participation
Parents will be involved in the planning and review of the Single Plan and the educational program. Parents will be urged to involve themselves in one or more school committee/council. These committees meet monthly to review the school program and to approve categorical budgets. Parents will be informed, and provided opportunities, to participate in the decision-making process. Childcare will be provided for the monthly advisory committee meetings and will be advertised in any communication going home regarding these meetings. Parents will have opportunities to volunteer their time at the school. Some of the opportunities include volunteering in an office or classroom, the parent center, and the library. Parents can also assist in supervision of the school campus. Teachers will be encouraged to provide incentives to students if their parent attends such activities as Open House, Back-to-School, and Parent Conference Night. Additional incentives will be developed in the Parent Center to increase parent participation for the aforementioned events. Also, volunteers will set up phone trees to call parents, especially of ninth grade students, to remind them of these events as they approach. Spanish translation will be provided for these activities given the available staff. The Parent Center will serve as a base to coordinate parent involvement activities and programs to support parents in the education of their children. The school will also provide opportunities for participation by parents with limited English proficiency, parents with disabilities, and migratory parents. A functioning Parent Teacher Student Association (PTSA) will also be present at the school to serve as a further parent involvement opportunity.

V. Shared Responsibilities for High Student Academic Achievement
South East High School has jointly developed with and distributed to parents of participating students a school-parent compact that outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the California content standards. The compact will be also be reviewed in the spring of each year by the English Learner Advisory Committee (ELAC) and the School Site Council to determine if any modifications are needed. The compact describes the following items:

1. The school’s responsibility to provide high-quality curriculum and instruction.
2. The parents’ responsibility to support their children’s learning.
3. The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

A copy of the compact, which will be also posted on the school’s website, is attached to this policy.
Section 1118 of NCLB advocates shared responsibilities for high student academic achievement. The school-parent compact is a component of the Parental Involvement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.
South East High School

SOUTH EAST HIGH SCHOOL
SCHOOL-PARENT COMPACT
2014-15

South East High School is firmly committed to the belief that education is a three way partnership: home – school – student. The purpose of this school-parent compact is to ensure that there is a common understanding of school and home responsibilities so that every student attains high standards and a quality education. Therefore, the following compact must be signed by the school staff, parents, and students to verify agreement among all of the stakeholders.

As principal, I agree to:
• provide a safe and welcoming environment for students, parents, and staff
• provide instructional leadership
• communicate with teachers, students, and parents frequently
• inform parents about graduation and college requirements
• enforce rules consistently and fairly
• provide meaningful opportunities for staff, parental and student input

As teacher, I agree to:
• set high instructional standards for all students that promote the development of the common core state standards
• provide high-quality instruction in a supportive environment
• communicate regularly with families about student progress and student expectations, in the student’s home
• language as needed
• send homework and the beginning of each course I teach
• provide meaningful and appropriate homework activities
• participate in professional development opportunities that improve teaching and learning

As student, I agree to:
• arrive on time and attend class each day
• come to school prepared with my homework and supplies
• study regularly both at school and at home
• show respect for myself, my school, and other people
• show responsible behavior by adhering to all rules of student conduct
• deliver all reports and notices sent by the school to my parents or guardians

As parent/guardian, I agree to:
• send my child to school everyday on time
• support my child’s learning by providing a time and place for quiet study, encouraging my child to read for academic purposes as well as for pleasure, and promoting good study habits
• attend school meetings, all parent conferences, and to volunteer at school whenever possible
• support the school in developing positive behaviors
• become knowledgeable of grade level expectations and graduation requirements
• review all progress reports and report cards and schedule conferences with teachers as needed
• make sure that my child receives good nutrition and is well rested on a daily basis
• show respect and support for my child, teachers, and the school
• participate in voluntary parent-teacher home visits and/or community-based meetings. I understand home visits are designed to strengthen the communication between home and school and to provide parents with tools and strategies to support their students academically.

Principal’s Signature: ___________________ Teacher’s Signature: ___________________
Parent’s Signature: ___________________ Student Name: ___________________
Date: ___________________ Student’s Signature: ___________________
South East High School
A comprehensive and multi-level monitoring process assists the Educational Service Center (ESC) in evaluating the implementation of the Goal Matrix and helps to inform future practice. Schools are monitored by the Educational Service Center through the use of the School Support Visit Report completed by ESC Instructional Directors following multiple site-based visits. Instructional Directors conduct performance dialogues with their network principals to review the academic progress of all students and the School Support Visit Reports are a mechanism for memorializing the support Instructional Directors offer to the schools and for giving feedback to principals. The School Support Visit Report provides a consistent manner of summarizing an Instructional Director’s visit to the campus. The focus of the School Support Visit Report is to monitor implementation of the Single Plan for Student Achievement, key strategies, and analysis of student data as evidence of school progress. School Support Visit Reports help ensure that the director and the principal are maintaining a focus on the instructional priorities of the school. These reports allow staff to determine instructional strengths and weaknesses on a school- and district-wide basis. The Deputy Superintendent of Instruction, Instructional Superintendents, and Instructional Directors have access to the School Support Visit Reports and the information is used to guide the professional development and differentiated support provided by instructional support staff.

Instructional Directors review and recommend for approval the Single Plan for Student Achievement (SPSA) and school site budgets throughout the school year. Instructional Directors supporting schools identified as Rewards, Collaborative Partner, Priority, Focus, or Support schools monitor school growth and the implementation of CORE Waiver mandates. All school site budgets are reviewed and approved by the ESC Superintendent.

Instructional Directors must describe the additional service and support provided to the school’s instructional program below. In addition to the above, Instructional Directors of schools identified as Rewards, Collaborative Partner, Priority, Focus, or Support must describe monitoring of the school’s implementation of the CORE Waiver mandates, and additional service and support provided to the instructional program:
BUDGET

Insert

Budget Pages found at:

fsep.lausd.net

Budget Funding

2014-2015 Assurances & Justifications Budget Pages
Directions: Attach materials which include the following:

Submit with Plan:

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

- **Annual Title I Meeting**
  Evidence of yearly Title I parent meeting. (Agenda and flier)

- **School Report Card** (School Experience Survey for Parents) New Schools—insert the Analysis of School Experience Survey for Parents located in the Resource Guide for Completing the SPSA.

- **CD containing an electronic copy of the 2014-2015 SPSA in Word format**

Retain at the School:

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