

2017-18 Closing the Achievement Gap/LCAP implemented strategies:

	<p>Goal 1: Develop and implement data driven and current educational research instruction for all students</p>	<p>Goal 2: Solidify a clear school-wide identity in terms of College & Career Readiness</p>	<p>Goal 3: Ensure that all students receive personalized supports to succeed</p>	<p>Goal 4: Build parents' capacity as partners in supporting and monitoring their child's education progress</p>
<p>August:</p>	<p><u>Late Start Wed. include: Develop, create, and maintain curricular maps by each department and ensure clear definition of this process so that all stakeholders begin to share the same vocabulary</u></p> <p><u>Train staff on systematic diagnostic assessment to inform instruction through the use of consistent data:</u></p> <p><i>MAP Teacher training has started in half day PD's and late start Wed.</i></p>	<p><u>Continue to provide support to the AVID program:</u> <i>Increased College tutors, expanded program to include another 9th grade section and a new English teacher to the elective class.</i></p> <p><i>New coordinator has developed thematic lessons and literacy workshops at lunch for the AVID staff. for all the core AVID teachers</i></p> <p><u>Expand student access to AP classes (becoming more proactive about supporting more students regardless of level and increase the number of students in higher level classes:</u></p>	<p><u>Implementation of Ellevation web-based SIS program for EL data analysis and instruction: data migration has begun</u></p> <p><u>Provide technology based literacy intervention programs to assist underperforming students including computer tablets for Title I, foster youth and EL students—</u> <i>letters and emails have been sent home to all families that qualify. Flyers have also been placed around school stating the benefits/perks and information has been included for the weekly newsletters.</i></p> <p><u>Expand AP Preparation to include skills based AP Bridge program over the</u></p>	<p><u>Publicize and reinforce the Aeries portal as a tool for parent-teacher communication and information sharing tied to student performance on classroom assessments: August workshop was offered and well attended</u></p> <p><u>Present 1 school wide event that provides workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and community presentations to inform parents about the various resources available to ensure student success-</u> <i>August community event was held for all new</i></p>

		<p>Implemented 2 AP Capstone classes</p>	<p><u>summer:</u> <i>Summer of 2017, 25 students participated in the AP Bridge program and received 5 credits</i></p> <p><u>Continue to offer Summer School focused on credit recovery with priority given to FRPM and EL students:</u> <i>Summer 2017 986 students enrolled. 834 out of 986 passed with a "D" or better, that's an 85% passing rate.</i></p> <p><u>Expanded College tutor to all 9th grade:</u> <i>All students in the College and Career class have started the Tutorial-AVID Research based strategy. (70% of the 9th grade class have this class for one semester)</i></p> <p><u>Provide alternative school options, incorporating traditional and independent study programs during the traditional day schedule that allow students to make up credits taking</u></p>	<p><i>students to ECRCHS. Well attended RISE, parent group for TVN and BSU: Hosted a summer workshop included Aeris, and college readiness. Fair attendance, great information. Process and outreach has begun to Create a parent advisory committee to recruit parents to various groups (such as School Site Council, English Language Advisory Committee, and School Advisory Committee (SAC) Title I.</i></p>
--	--	--	---	---

			<p>into consideration <u>emotional and maturity level of the student:</u> <i>Ongoing throughout the year:</i></p>	
<p>September:</p>	<p><u>Implement systematic diagnostic assessment to inform instruction through the use of consistent data</u> <i>MAP has been implemented school-wide, data along with progress reports is being utilized to after school support classes for Algebra, Geometry, and English 9 and 10.</i></p> <p><u>Create common formative assessments in each academic course to measure student mastery of standards that embody-work in progress:</u> Some departments have finalized CFA, others are still in progress. Late Start has allowed some time for this.</p>	<p><u>Develop math support classes:</u> Students have been identified by both grades and Map for after school support classes. 2.5 credits for 8 weeks/ 30 hours total, to start Oct 16th</p> <p><u>Explore a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc. via Naviance:</u> <i>College Counselors are working on a four year plan for Naviance. There will be one content per grade level that will infuse Naviance into their curriculum.</i></p>	<p><u>Implementation of Ellevation web-based SIS program for EL data analysis and instruction— EL Coach and EL coordinator are now processing data for counselors and teachers to write literacy goals for each EL student.</u></p> <p><u>Expand intervention services during after school hours to students of all grades requiring additional support</u> <i>Process has started with focus on 9th graders and EL students who have a D or Fail in any class every 3 weeks. Parents and students will be contacted through emails with follow up by assigned counselors.</i></p>	<p><u>Parent Advisory Committees:</u> <i>English Language Advisory Committee, ELAC: meets once a month on the last Wednesday in the Library. RISE parent group for African American: meets once a month on the last Monday in the Parent Center, School Site Council will meet about 6-8 times throughout the year on the second Tuesday of the month.</i></p> <p><u>Parent Support/Education Night:</u> <i>Approximately 8 times throughout the year, One of our ECR parents and a teacher from Alt Ed will provide an education night focusing on children with depression, anxiety, and other mental health issues. Speakers will be</i></p>

	<p><u>Provide EL support to core academic teachers to help EL students access CCSS and ELD standards:</u> <i>Two tutors have been hired, Spanish and Farsi speaking to work in the Sheltered US History class. EL Coach is working with EL coordinator to establish academic goals for EL students through Ellevation and content teachers.</i></p>		<p><u>Refer targeted students to outside support programs:</u> <i>Tarzana Drug Education and Our House has started The Village Nation: Get weekly grades by grade level, 2 or more Fails Student and Parent contact is made: Focus on tutoring, Aeries, extended counselor hours And straight A's get a call too. Our House has been contacted to start a grief group for students</i></p> <p><u>Provide technology based literacy intervention programs to assist underperforming students including computer tablets for Title I, foster youth and EL students—</u> 20 students so far have taken advantage.</p> <p><u>Expand intervention services during after school hours to students of all grades requiring additional support, including online courses, credit recovery, and</u></p>	<p><i>provided along with community resources.</i></p> <p><u>Develop standardized curriculum for Summer Bridge Program and effectiveness for incoming 9th graders:</u> <i>Students attending 2017-18 Bridge program have ben flagged in Aeries and monitored.</i></p>
--	--	--	--	---

			<p><u>targeted tutoring and study skills classes:</u> <i>Sat school has started for Alt Ed, Support classes for algebra, Geometry, and 9th and 10th English are being established based on Map scores and Grades school wide, to start Oct 9th</i></p> <p><u>Provide diagnostic testing for incoming 9th graders to aid in correct placement consistent with skill and ability level to support differentiation:</u> <i>Math skills were assessed during the first couple weeks of school to determine the correct level. Measureable Academic Progress or MAP was administered for skill based assessment for all teachers to utilize.</i></p>	
October:	<u>Provide training on the use of common rubrics to assess student work</u>	<u>Flag all students in Aeries as identified by AP Potential, with a focus on</u>	<u>Expand intervention services during after school hours to students</u>	<u>Parent Support/Education Night:</u> <i>Wed. October 4th, ECR</i>

	<p><u>Provide training on analyzing and using both summative (namely SBAC) and formative assessment data including assessment resources and tools:</u> <i>2016-17 scores have been released and charted for faculty along with comparison data.</i></p>	<p><u>Latino and African American students, to encourage them to take AP classes</u></p> <p><u>Explore a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc. via Naviance:</u> <i>College counselors trained (the grade CCR and Health teachers to establish Naviance requirements for 9th grade, on Oct 4th and have visited their classrooms.</i></p> <p><u>Continue to fund 9th – 11th grade PSAT and monitor scores:</u> <i>School wide PSAT was given Oct 11th for 9-11th graders</i></p>	<p><u>of all grades requiring additional support, including online courses, credit recovery, and targeted tutoring and study skills classes:</u> <i>Sat school has started for Alt Ed, Support classes for algebra, Geometry, and 9th and 10th English has been established based on Map scores and Grades school wide, started Oct 9th(M.W,Th) end Dec 10th</i></p>	<p><i>Parents for Mental Health awareness presented the first of a series of meetings to bring a greater awareness and education on the mental health issues facing our children. Oct 4th was Teen Depression and Suicide Prevention.</i></p>
<p>November:</p>	<p><u>Provide EL support to core academic teachers to help EL students access CCSS and ELD standards:</u></p>		<p><u>Expand the role of The Village Nation and Black Student Union to include collaborative partnerships</u></p>	

	<p><i>EL Coach has visited most of the new teachers and some veteran teachers to assess their needs. She has signed up for additional coaching training to meet the needs of our teachers with regards to the EL students.</i></p> <p><u>Provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary:</u></p> <p><i>Late Start Wed. has provided the time to complete the curricular maps and CFAs</i></p>		<p><u>with other support programs while offering College and Career Readiness training which may include assemblies, field trips and guest speakers.:</u></p> <p><i>TVN has provided assemblies for the AA students along with all 9th and 10th grade ECR students. These assemblies focused on:</i></p> <p><i>Goal setting, improving current grades, what College readiness is (A-G and SAT/ACT) Field trip to Colleges and College fairs.</i></p> <p><u>Create a parent advisory committee to recruit parents to various groups (such as School Site Council, English Language Advisory Committee, and School Advisory Committee:</u></p> <p><i>SSC has been established and has set meeting times throughout the school year. One focus will be reaching out to parents as partners.</i></p>	
--	--	--	--	--

<p>December:</p>	<p><u>Provide EL support to core academic teachers to help EL students access CCSS and ELD standards:</u> <i>EL Coach has made plans to co-teach with some of the teachers in order to meet the needs of our teachers with regards to the EL students.</i></p> <p><u>Provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary:</u> <i>Department Chairs report that curricular maps are complete and CFA's have been given but need more time to analyze the Data.</i></p>	<p><u>Flag all students in Aeries as identified by AP Potential, with a focus on Latino and African American students, to encourage them to take AP classes:</u> <i>It was determined that instead of flagging the students in Aeries, letters were generated for each student with a list of all the classes the student showed potential in. Some students had a list of 6 or more classes. Letters were mailed home and a hard copy was given to the counselors for them to contact to students and encourage AP classes for the Fall 2018.</i></p> <p><u>Develop math support classes:</u> <i>9th grade students who receive a Fail on the 20th week in Algebra and 10th grade students who receive a Fail in Geometry will be placed in a period 7 math support class.</i></p>	<p><u>Restructure Intervention Coordinator position:</u> <i>Intervention Coordinator position was flown, see attachment, candidates will be interviewed and chosen for Spring semester.</i></p> <p><u>Re-establish support program for Latino students to include College and Career Readiness training which may include assemblies, field trips and guest speakers. Continue the club La Familia as social, cultural, academic and community support for Latino students and their families.</u> <i>Coordinator has been chosen and will begin Spring 2018.</i></p> <p><u>Develop a Latino student support program and use The Village Nation to enhance parent/family linkages to school activities, programs, and services.</u> <i>Latino Support program is</i></p>	
-------------------------	---	--	---	--

			<i>in place and will collaborate The Village Nation to enhance parent/family linkages to school activities, programs, and services. Full development will begin Jan 2018.</i>	
January:	<p><u>Provide EL support to core academic teachers to help EL students access CCSS and ELD standards:</u> <i>EL Coach will be attending a week long session on Intensive coaching in Kansas to hon her skills in working with teachers and students for ELD purposes.</i></p>	<p><u>Continue current math support classes</u> <i>Period 7 math classes were developed and implemented for students who failed Algebra and Geometry in the Fall.</i></p>		
February:	<p><u>Provide training and collaboration time to ensure common faculty understanding about the CCSS, curricular maps, common assessments, and academic vocabulary</u></p> <p><u>Develop, create, and maintain curricular maps by each department and ensure clear definition of this process so that all</u></p>	<p><u>Explore the possibility of enhancing the rigor for the 9th grade year</u></p> <p><i>AVID created two Inquiry Showcases (October 17 and April 10) that are organized thematically around Inquiry themes: "LA Stories," "The Role of Mentors," "Justice for All" and "Problem Solvers". Each teacher</i></p>	<p><u>Provide technology based literacy intervention programs to assist underperforming students including computer tablets for Title I, foster youth and EL students</u> <i>Students are continuing to receive tablets and have access to printers at no charge.</i></p> <p><u>Expand intervention</u></p>	<p><u>Present 1 school wide event that provides workshops on a variety of topics tied to student achievement; encompass student support services, college, curricular, and community presentations to inform parents about the various resources available to ensure student success</u></p>

	<p><u>stakeholders begin to share the same vocabulary</u></p> <p><u>Create common formative assessments in each academic course to measure student mastery of standards that embody CCSS focus on depth of knowledge (DOK) and priority standards</u></p> <p><u>Implement systematic diagnostic assessment at multiple points throughout the school calendar (i.e. Fall, Winter, and Spring) to inform instruction through the use of consistent data</u></p> <p><i>All above LCAP Action Steps under Goal One have been implemented through Late Start Wednesdays. Teachers are now able to utilize Late Start to review data and adjust student learning. MAP round 2 has been completed with new data ready to review.</i></p>	<p><i>designs structured inquiry projects that develop as a result of student curiosity and research investigation. 9th-graders learn about peer modeling, advanced research investigation, public speaking with a real audience, and making interdisciplinary connections connections. AVID English teachers devised a common writing prompt to use as a mid-year diagnostic. By aligning expectations for writing targets (Organization, Evidence and Support, etc.), we will have guide posts for where students are and where they need to be. By sharing this data with the entire team, we address Write to Learn and develop a common vocabulary for discussing writing as early as 9th grade.</i></p> <p><u>Expand student access to AP classes (becoming more proactive about</u></p>	<p><u>services during after school hours to students of all grades requiring additional support, including online courses, credit recovery, and targeted tutoring and study skills classes</u></p> <p><i>Current after school academic supports: 3 Geometry and 1 Algebra class, 1 English class for EL students, Online classes for all subjects except Science, Math tutoring in all levels and 1 Study Skills class.</i></p> <p><u>Expand the role of The Village Nation and Black Student Union to include collaborative partnerships with other support programs while offering College and Career Readiness training which may include assemblies, field trips and guest speakers.</u></p> <p><i>Here is a partial list of what Village Nation and BSU have completed this year:</i></p> <p><i>Weekly BSU meetings with</i></p>	<p><i>2/1/AP EXPO Night-Optional Parent Workshops – 6-6:45 (One offered in Spanish, one offered by a panel of AP students, one offered on A-G by academic counselors, on on unlocking the Genius, etc.)</i></p> <p><i>Booth Style Open by AP Class – 7-7:45 (Parents can get information on specific AP classes from teachers or talk to counselors about general AP classes)</i></p> <p><u>Develop a Latino student support program and use The Village Nation to enhance parent/family linkages to school activities, programs, and services</u></p> <p><i>RISE Parent Group: Summer Summit, and currently planning another Parent Summit for 2/24 emphasis on Aeries, A-G, SAT and ACT</i></p> <p><i>ELAC/Bilingual Literacy Parent Group have been invited to Summit in Feb.</i></p>
--	---	--	---	--

		<p><u>supporting more students regardless of level and increase the number of students in higher level classes)</u></p> <p><i>2/1/AP EXPO Night- Optional Parent Workshops – 6-6:45 (One offered in Spanish, one offered by a panel of AP students, one offered on A-G by academic counselors, on on unlocking the Genius, etc.)</i></p> <p><i>Booth Style Open by AP Class – 7-7:45 (Parents can get information on specific AP classes from teachers or talk to counselors about general AP classes)</i></p>	<p><i>an active student cabinet, with:</i></p> <p><i>BSU movie night, game night, ice cream fundraiser, the study night designed to improve student performance, food drive for Canoga Park Family Rescue Center, toy drive for LA Fire Department.</i></p> <p><i>RISE Parent Group:</i></p> <p><i>Summer Summit, and currently planning another Parent Summit for 2/24 emphasis on Aeries, A-G, SAT and ACT</i></p> <p><i>2/1 AP Expos ---Unlocking the Genius –speaking to parents</i></p> <p><i>Various weekend field trips to colleges designed to encourage Black students to gain higher education.</i></p> <p><i>Sat 1/27th going to UCSB – TVN sponsored Greeted By UCSB BSU with Q & A panel</i></p> <p><i>Sat 2/10th Black Expos LA</i></p>	<p><i>Intervention meetings are held each week with Sub group coordinators and Intervention coordinators to plan activities, parent/family nights and school services.</i></p>
--	--	--	---	--

			<p><i>Convention Center with performances from College Step Teams</i></p> <p><i>2/15—Black Heritage – period 1schoolwide, second period for AA and emphasize SBAC ---</i></p> <p><u>Continue Foster Youth/Homeless outreach to parent/foster guardians and group home agencies with informational meetings, input, communications and relationship building to insure student support. Foster Youth/Homeless Coordinator will work collaboratively with counseling staff to provide AB 167/216/1806 transcript evaluation, course placement, advisement and support.</u></p> <p><i>Ms. Gold our coordinator for this program continues to meet with this subgroup and provide bus passes, tablets, and any resources needed for academic success.</i></p>	
--	--	--	---	--

<p>March:</p>	<p><u>Provide training on current research based instructional practice and curriculum with resources, tools, and observation checks by administration, instructional coaches, and department chairs</u></p> <p><i>Late Start Wednesday continue to allow for collaborative time and training for Instructional practice.</i></p> <p><i>Canvas training has been included one Wednesday a month.</i></p>	<p><u>Explore a portfolio of College & Career Readiness for graduation (including career aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc. via Naviance</u></p> <p><i>College Counselors have met with College and Career Readiness teachers each semester. The collaboration includes updating, developing and planning lessons for high school and college aspirations/goals, resume, letters of recommendation, samples of exemplary work, etc. via Naviance</i></p> <p><u>Continue current math support classes</u></p> <p><i>Finished the first round of period 7 ESL English support and Algebra and Geometry help.</i></p> <p><i>10 week grades were not available at the time of this report. 5 week grades</i></p>	<p><u>Provide support to Latino and African American students taking AP courses, including, but not limited to parent outreach, academic support, and materials</u></p> <p><i>Jan and Feb Parent meetings for Bilingual and RISE included information On AP courses. AP teachers were present for discussion and encouragement.</i></p> <p><i>Workshop at the Rise Parent Summit included college readiness: AP courses, and A-G vs Graduation courses March students and parents went to the LAUSD event at Taft Educational Summit attending College Workshops</i></p> <p><u>Provide alternative school options, incorporating traditional and independent study</u></p> <p><i>Independent Study enrollment is currently at</i></p>	<p><u>Develop a Latino student support program and use The Village Nation to enhance parent/family linkages to school activities, programs, and services.</u></p> <p><i>Intervention team: Latino and African American Coordinator, 2 Intervention Coordinators, Ms. Ring, Mr. Hussey and Ms. Bero continue to meet each week. Discussions center around student achievement for each subgroup. TVN resources are shared to parent/family connection to school, motivate students to engage in school and homework through club discussions, speakers, and college field trips</i></p> <p><i>RISE and Bilingual parents will be calling families to stress the importance of our SBAC scores and encourage their children to do their best.</i></p>
----------------------	--	---	---	---

		<p>showed a marked improvement in the ESL English grades (no Fails) while Math had about 5 C's mostly D's and Fails, but higher percentiles than the Fall 2017.</p> <p>Second 9 week class will begin April 9th.</p>	<p>125, a third teacher has been added. (Teacher student ration in IS is 33:1)</p> <p><u>Re-establish support program for Latino students to include College and Career Readiness training which may include assemblies, field trips and guest speakers. Continue the club La Familia as social, cultural, academic and community support for Latino students and their families.</u></p> <p>Bilingual Parent Group continues to meet on the last Wednesday of the month. The Hispanic and Intervention coordinators have attended each meeting this semester La Familia club continues to meet at lunch as well.</p>	<p><u>Parent Support/Education Night:</u> ECR Parents for Mental Health awareness have continued to present the speakers and topics that bring a greater awareness and education on the mental health issues facing our children. February's focus: Sexual Orientation, March's focus: Depression and Anxiety</p>
April:				
May:				
June:				