

Los Angeles Unified School District
School Plan for Student Achievement

2023-2024
Implementation
NIMITZ MS (1826801)



Superintendent
Alberto M. Carvalho

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

TABLE OF CONTENTS**Section**

District and School Information	1
School Identification	1
SPSA Review Tracker	2
Recommendations and Assurances	3
Funding Allocated to this School	4
District Mission Statement	5
School Mission, Vision, and Profile Description	7
Comprehensive Needs Assessment	9
School Accountability Report Card	9
School Experience Survey	9
School Quality Improvement Index Report Card	9
School Report Card	9
Smarter Balanced Assessment	9
Comprehensive Needs Assessment / Self-Review Process	9
PILLARS	10
Academic Excellence - Graduation/College & Career	10
Academic Excellence - English Language Arts	11
Academic Excellence - Mathematics	12
Academic Excellence - English Learner Programs	13
Academic Excellence - Other Academic Content	15
Joy and Wellness	16
Engagement and Collaboration	17
Resource Inequities and Evidence-Based Interventions	18
Title I Required Components for Implementation	19
Schoolwide Program (SWP) / ESSA1114	20
Local District Monitoring	21
Budget Summary	22
Attachments	23

SCHOOL IDENTIFICATION

School Name: NIMITZ MS (1826801)

Local District: E

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

For additional information on our school programs contact the following:

Principal: JAUREGUI, GUILLERMINA

E-mail address: gjauregu@lausd.net

SPSA Designee: NAJJAR, JOEL

Position: ASMT, NONCLSRM, PREP

E-mail address: jnajar@lausd.net

School Address: 6021 CARMELITA AVE, HUNTINGTON PARK, CA 90255

School Telephone Number: 3238875400

Approved by Federal and State Education Programs with authority as delegated by the Board

I have reviewed the School Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

GERARDO LOERA



05/09/2023

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

SPSA Review Tracker

Directions to SPSA Reviewers: Review the applicable sections of the School Plan for Student Achievement (SPSA) and mark the appropriate button. Type your name and date when completed.

Local District Superintendent or designee	<div>GERARDO LOERA</div> <div>Typed Name</div>	<div><input type="radio"/> Revision Required</div>	<div><input checked="" type="radio"/> Approved</div>		<div>05/09/2023</div> <div>Signed Date</div>
Local District EL Compliance Coordinator	<div>KIRSTIN SUMMERS</div> <div>Typed Name</div>	<div><input type="radio"/> Revision Required</div>	<div><input checked="" type="radio"/> Meets Federal Requirements</div>	<div><input type="radio"/> N/A</div>	<div>10/31/2023</div> <div>Signed Date</div>
Local District PACE Administrator	<div>MEGAN GUERRERO</div> <div>Typed Name</div>	<div><input type="radio"/> Revision Required</div>	<div><input checked="" type="radio"/> Meets Federal Requirements</div>	<div><input type="radio"/> N/A</div>	<div>06/27/2023</div> <div>Signed Date</div>
Local District Title I Coordinator	<div>REYNA CORRAL</div> <div>Typed Name</div>	<div><input type="radio"/> Revision Required</div>	<div><input checked="" type="radio"/> Meets Federal Requirements</div>	<div><input type="radio"/> N/A</div>	<div>10/31/2023</div> <div>Signed Date</div>

RECOMMENDATIONS AND ASSURANCES

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

1. School Site Council has developed and approved, and will monitor the plan, to be known as the *School Plan for Student Achievement* for schools participating in programs funded through the consolidated application process.
2. School plan was developed “with the review, certification, and advice of any applicable school advisory committees.”

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

Committees	Date(s) of recommendation	Chairperson
		Typed Name
English Learner Advisory Committee (ELAC) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/16/2023	Alejandra Castaneda

3. The content of the plan is aligned with school goals for improving student achievement.
4. The plan is reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school through the consolidated application, by the School Site Council.
5. Plans are reviewed and approved by the governing board of the local educational agency “whenever there are material changes that affect the academic programs for students covered by programs” funded through the consolidated application.
6. The school minimizes the removal of identified children during regular school hours for supplemental Title I instruction (Targeted Assistance Schools only).

This school plan was adopted by the School Site Council on the following date:

03/16/2023

School plan approval appears in SSC Minutes.

Date

Attested:

Joel Najjar

Typed name of SSC chairperson



E-Signature of
SSC chairperson

03/16/2023

Date

JAUREGUI, GUILLERMINA

Typed name of school principal



E-Signature of
School principal

03/16/2023

Date

The following categorical funds were allocated to this school through the Consolidated Application and Reporting System (“CARS”). Additional funds were allocated to this school through the Local Control Funding Formula. Funds (listed under “Other”) may be allocated to the school in accordance with District policy. **If the school is operating as a Schoolwide Program (SWP), the following programs are consolidated in this plan:**

Elementary and Secondary Education Act:

	Allocation:	Original	Second	Third
<input type="checkbox"/> Title I: Targeted Asst Schs (70S46) Purpose: 70S46	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	1,209,375	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	19,125	0	
<input checked="" type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$	2	0	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	148,236	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	110,879	0	
Total amount of categorical funds allocated to this school:		\$		1,487,617

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

NOTE: Allocations for Other Program do not transfer to Budget Summary Report

Allocation

District Mission Statement

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

<https://achieve.lausd.net/Page/473>

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

Directions: State your school's vision. (Describe what your school intends to become in the future.)

Our vision at Chester W. Nimitz Middle School is to empower students with an equitable education in a safe environment to be future ready.

School Mission

Directions: State your school's mission. (What is your school's purpose, i.e., why does the school exist and what is it here to do?)

Our mission is to provide a rigorous equitable education for every student to become a productive world citizen.

School Profile Description

Directions: Provide a brief description of your school community (the boxes below expand as needed).

1. Describe your school's geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/
Chester W. Nimitz Middle School is located in Huntington Park, California. In addition to Huntington Park, we serve the communities of Maywood, Bell, and beyond through our Magnet program. The communities we serve are primarily of Latino background; thus, our student population is currently 99% Latino. Nimitz has been a school-wide Title I school since 2000. Approximately 96.1% of our students are identified as Socio-Economically Disadvantaged, qualifying for the free/reduced lunch program.
2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):
Nimitz MS serves students in grades 6 through 8. We offer a Math/Science/Technology Magnet (18%), AVID program (90 students), and GATE/SAS (30%) program for enriched studies. We offer the following special education programs: Resource support, Special Day Class (mild, moderate, and severe), of which 13% of our students participate.
3. Indicate student enrollment figures:
There are approximately 1,175 students currently enrolled; including 451 Magnet students (99% Latino, 13% special ed, 15.6% EL, 22% GATE, 86% Economically disadvantaged)
4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):
95.56% of our students are identified as Socio-Economically Disadvantaged, qualifying for the free/reduced lunch program.
5. Identify language, racial and ethnic make-up of the student body:
The student body at Nimitz MS is 99% Latino; the students and families we serve are predominantly of Spanish-speaking backgrounds. We also serve a select number of students/families who speak Arabic or Guajarti.
6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:
In an effort to inform parents of their child(ren)'s progress, student test results are mailed home, results and placement levels are provided in both English and Spanish. Individual meetings are also conducted through the counselor IGP's, LTEL parent conferences, EL, Coffee with the Principal, program meetings, through the Schoology online system, monthly bulletins, and at various parent conferences throughout the year. We invite parents to Open House events, as well as Student Led Conferences.

7. Describe other important characteristics of the school (e.g., SLC, PLC):**Directions:** Check the box(es) next to the program(s) in which your school participates.

- | | |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | Title I Schoolwide Program (SWP) |
| <input type="checkbox"/> | Title I Targeted Assistance School (TAS) |
| <input type="checkbox"/> | Title III English Language Acquisition, Language Enhancement, and Academic Achievement |
| <input type="checkbox"/> | Extended School-Based Management Model (ESBMM) |
| <input type="checkbox"/> | Local Initiative School (LIS) |
| <input type="checkbox"/> | Pilot School |
| <input type="checkbox"/> | Public School Choice (PSC) |
| <input type="checkbox"/> | Partnership for Los Angeles Schools (PLAS) |
| <input type="checkbox"/> | L.A.'s Promise |
| <input type="checkbox"/> | Professional Learning Community (PLC) |
| <input type="checkbox"/> | Small Learning Community (SLC) |
| <input checked="" type="checkbox"/> | Additional Targeted Support and Improvement (ATSI) |
| <input type="checkbox"/> | Comprehensive Support and Improvement (CSI) |
| <input type="checkbox"/> | Targeted Support and Improvement (TSI) |

Other important characteristics of the school:

Many of our students participate in the MESA program; they explore careers and projects in the fields of math/science/engineering/technology/robotics. With the support of our TSP, Title III Coach, and other support staff, we promote a love for reading through engaging text and Read Theory. We have several AVID-certified teachers who use the AVID strategies daily and have also conducted professional development to promote the strategies school-wide. Our entire faculty and out-of-class support staff has been trained through Kagan and Mastery Learning and Grading Professional Development. Multiple administrators and teachers have participated in the Standards Institute and much of our professional development revolves around standards-based instruction to ensure that tasks align to the CCSS. Professional Learning Communities conduct peer-to-peer informal observations to provide actionable feedback on specific Kagan cooperative learning strategies. Our school has established a partnership with East LA College and their Dual Enrollment program, offering Robotics and Theater college level courses (for credit). We plan on reaching out to continue providing students with the opportunity to earn college credit.

COMPREHENSIVE NEEDS ASSESSMENT

A comprehensive needs assessment incorporates several components, including data analysis related to student achievement, professional development, school-family relationships, school culture/climate, attendance, suspensions/expulsions, and non-cognitive skills. Recommendations derived from the SPSA Evaluation, LAUSD School Review Process(es), and review and analysis of the data below comprise the LAUSD Comprehensive Needs Assessment for the SPSA.

Directions: Review and analyze the data below, along with the SPSA Evaluation results, and determine actions that will help improve teaching and increase student achievement.

- LAUSD School Review Process Recommendations (if applicable)
- School Accountability Report Card
- School Experience Survey
- School Quality Improvement Index (SQII) Report Card
- School Report Card
- Smarter Balanced Assessment Criteria (SBAC) Examination

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

DIRECTIONS: Check the groups or committees that participated in the plan writing process. *Who* was involved in the self-review/needs assessment process (e.g., SSC, teachers, advisory committees, parents, students)? Describe the school's process for identifying areas in need of improvement and determining actions, strategies, and interventions to be implemented, i.e., *what happened* during the process (analysis of data, review of intervention results, examination of strategies proven to be effective). *When* did the process occur (dates)?

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	<p>Met with SSC members to update the Needs Assessment Form to be aligned with the school's needs. SSC approved the Needs Assessment Form as amended.</p> <p>It was sent to all stakeholders to complete.</p> <p>The results were analyzed to determine the priority needs of the school.</p> <p>The categorical funding expenditures were developed according to needs.</p> <p>The council will vote to approve the categorical expenditures based on needs.</p> <p>SSC approved the SPSA 2023-2024 for Nimitz MS. as presented on March 16, 2023.</p> <p>SSC approved the following Categorical Budgets, 7S046 for 2023-2024, 7E046 for 2023-2024 on March 16, 2023.</p> <p>SSC approved to accept the MM ACAD LNG CCH- SEC Position with Differential (30% from 10452 and 70% from 7T197) for the 2023-2024 School year. SSC also approved to accept the MS COL & CAREER With Differential for the 2023-2024 from (7T124) on March 27, 2023.</p>	02/07/2023, 02/10/2023, 02/17/2023, 03/07/2023, 03/16/2023, 03/16/2023
<input checked="" type="checkbox"/> English Learner Advisory Committee	<p>Met with ELAC members to update the Needs Assessment Form. ELAC recommended Needs Assessment Form amendments to SSC</p> <p>ELAC analyzed the results to determine the priority needs of the school to develop the categorical budget expenditures. ELAC review the 2023-2024 SPSA updates to aligned the needs to expenditures needed based on data analysis on March 13, 2023</p> <p>ELAC recommended for SSC to approve the SPSA 2023-2024 for Nimitz MS. as presented on March 16, 2023.</p> <p>ELAC recommended for SSC to approve the following Categorical Budgets, 7S046 for 2023-2024, 7E046 for 2023-2024 on March 16, 2023.</p> <p>ELAC recommended for SSC to approve and accept the MM ACAD LNG CCH- SEC Position with Differential (30% from 10452 and 70% from 7T197) for the 2023-2024 School year. ELAC also recommended SSC to approved and accept the MS COL & CAREER With Differential for the 2023-2024 from (7T124) on March 27, 2023.</p>	02/06/2023, 03/13/2023, 03/16/2023, 03/16/2023

<input checked="" type="checkbox"/> Other: Parent/Legal Guardians, Students, Staff	<p>Parents met to give suggestions to update the Needs Assessment Form. We presented the Needs Assessment Form at at Leadership Team Meetings, Instructional Team Meetings, and Faculty Meeting</p> <p>Staff were asked to complete Survey.</p> <p>Students and parents were given the opportunity to complete survey through Schoology.</p> <p>Principal posted the budget development purchases on the Onboard Newsletter and shared results with Instructional Leadership Team - 3/13/23</p>	<p>02/06/2023, 01/30/2023, 02/10/2023, 02/17/2023, 02/10/2023, 02/17/2023, 03/13/2023</p>
--	---	---

Los Angeles Unified School District
2023-2024 School Plan for Student Achievement

Academic Excellence - Graduation/College & Career

Select all data sources reviewed to address the Pillar.

- ☐ ELPAC
- ☒ Whole Child Integrated Data System
- ☐ MyData
- ☒ Student Grades
- ☐ IEP Goals Data
- ☐ DIBELS Math
- ☐ DIBELS
- ☐ School Accountability Report Card (SARC)
- ☒ CA Dashboard
- ☐ Smarter Balanced Assessment Criteria (SBAC)
- ☐ Open Data
- ☐ Interim Assessment Blocks (IAB)
- ☒ School Experience Survey
- ☐ Publisher's Assessments
- ☐ Reading Growth Measure
- ☐ Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
- ☐ College & Career Readiness Survey
- ☐ Other: 32.8
- ☐ School Targets Dashboard
- ☐ Edulastic

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

Based on the Whole Child Dashboard, 32.8% of all students at Nimitz Middle School has chronic absenteeism for 2022-23.

- 30.5% of six graders exhibit chronic absenteeism
- 35.1% of seventh graders exhibit chronic absenteeism
- 32.6% of eighth graders exhibit chronic absenteeism

The CA Dashboard shows that 31.6% of 1267 students at Nimitz experience chronic absenteeism

- 38% of 294 ELs exhibit chronic absenteeism
- 31% of 1222 Hispanics exhibit chronic absenteeism
- 32% of 1218 Socioeconomically Disadvantaged exhibit chronic absenteeism
- 41% of 209 Students with Disabilities exhibit chronic absenteeism
- 39% of 33 Whites exhibit chronic absenteeism

Our culmination rate for the 2021-22 school year was 94%.

In the Fall 2022-23, the percentage of students with 3+ fails were: 6th grade: 1.7%, 7th grade: 4.8%, 8th grade: 1.6%. The number of students passing all of their classes in the Fall 2022-23 were: 6th grade: 93.1%, 7th grade: 73.7%, 8th grade: 89.7%.

Per the 2022-26 Strategic Plan, Pillar 1 (Academic Excellence), parents were invited to an in-person individual meeting with the counselor or if they preferred, a review by phone, to review the Individualized Graduation Plan (IGP) for their child. Counselors completed 100% of IGPs in the Fall 2022-23 semester.

According to the 2021-22 School Experience survey, 75% of students reported positively in the overall area of the school's Academic Focus. Under the Future Orientation category, 75% of students feel that the staff encourages them to work hard in school and 74% of students feel that the school staff expects them to attend college. 58% of students report that adults talk to them about different college choices and 57% have adults talk to them about different career choices. This data shows a decline in all areas.

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

Per the 2022-26 Strategic Plan, Pillar 1 (Academic Excellence), we need to continue to engage and inform students about different college and career choices. Students need additional reinforcement on calculating GPA, understanding A-G requirements, and requirements for acceptance to UC/CSU or other colleges.

California School Dashboard Indicators:

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

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

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

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

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

Counselors will hold 100% of the Individual Graduation Plan Meetings for all students in the Fall semester of 2023-24 school year and hold a second IGP meeting with those who are not on track with their IGP in the Spring semester as measured by the MiSiS report.

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

By June 2024, Nimitz MS will decrease our chronic absenteeism in all grade levels by 10% from 30.5% to 20.5% (6th grade), 35.1% to 25.1% (7th grade) and 32.6% to 22.6% (8th grade), making progress toward the 2022-26 Strategic Plan Pillar 2 Joy and Wellness (Outstanding Attendance).

During the 2023-24 school year, we will increase awareness about college and career choices for students in all grade levels, as measured by the School Experience Survey results. Our goal will be to improve by 10% from 58% to 68% (adults talking to students about college choices) and 57% to 67% (adults talking to students about different career choices) by June 2024.

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

District Priority

- ☒ 1D. Champion multiple pathways for college and career readiness for all students

District Strategies

- ☒ 1D.S3 Expand opportunities to participate in Career and Technical Education and Linked Learning pathways

- ☒ 1D.S4 Implement an updated Individualized Graduation Plan, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students after graduation
- ☒ 1D.S5 Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- ☒ 1D.S6 Expand evidence-based, equity-focused instructional and grading practices to support all learners in becoming college ready and achieving post-secondary academic success
- ☒ 1D.S7 Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options

School Strategy

Nimitz MS will support students in meeting graduation criteria through:

1. IGP meetings for parents
2. Progress monitoring at-risk students
3. Additional Counselor support
4. Academic and Social-Emotional guidance to students
5. Implementation of WEB program.

School Actions

Planning/PD:

Counselors collaborate with the support staff, teachers and parents to conduct parent conferences or SSPTs and make referrals for intervention or other services as needed.

Implementation:

Our Counselor (SEC, C1T 25/10, \$136,367) will work with students to create SMART goals and hold IGPs with students and parents. The Counselor will work with the 7th-grade students to help increase the number of students passing their classes. The Counselor will work to reduce the number of 7th graders who are not on track for culmination. Teachers will be part of the process of motivating our students to be prepared for high school, college, and career. The Counselor will motivate students to achieve this by reviewing data, and creating certificates after every report card for all students with no D's, F's, or U's.

To monitor academic progress, parents of all students will be invited to participate in their child's IGP meeting. Counselors will review data after every progress report and notify parents of any students who are not passing their classes and referring them for intervention as needed. Adding an additional counselor will help support the 7th grade students in passing all their classes and in reducing the number of students who are not on track for culmination. Counselors will provide academic, personal-social and emotional guidance to students and share information with parent regarding academic progress and culmination requirements. Counselors will implement WEB program and collaborate with support staff to create an engaging school environment aimed at motivating students with certificates, activities and awareness campaigns.

Monitoring:

The academic counselors will do an ongoing review of academic grades every five weeks. The administrator overseeing counseling will make sure to review academic trends with counselors and teachers to address academic learning gaps by content.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	30473551	N/A	110142	136,367	1.00	100

District Priority

District Strategies

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA-T1 C&C Coach (7T124)		14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	30425410	N/A	14188	146,665	1.00	100
CE-ESSA-T1 C&C Coach (7T124)	2100	14190 - COL&CAREER COACH DIF	N/A	N/A	14190	1,568	0.00	100

Los Angeles Unified School District
2023-2024 School Plan for Student Achievement

Section 12.1

Academic Excellence - English Language Arts

Select all data sources reviewed to address the Pillar.

- ☐ ELPAC
- ☐ Whole Child Integrated Data System
- ☒ MyData
- ☐ Student Grades
- ☐ IEP Goals Data
- ☐ DIBELS Math
- ☐ DIBELS
- ☐ School Accountability Report Card (SARC)
- ☐ CA Dashboard
- ☐ Smarter Balanced Assessment Criteria (SBAC)
- ☐ Open Data
- ☒ Interim Assessment Blocks (IAB)
- ☐ School Experience Survey
- ☐ Publisher's Assessments
- ☐ Reading Growth Measure
- ☐ Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)

- ☐ College & Career Readiness Survey
- ☐ Other: 44.9 points below standard
- ☐ School Targets Dashboard
- ☐ Edulastic

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

The CA Dashboard shows that Nimitz's overall score in ELA is Low with 44.9 points below standard for 1233 students.

- English Learners student group, 313 students, scored very low with 116.3 points below standard.
- Students with Disabilities student group, 171 students, scored 124 points below standard.
- Hispanic student group, 1,090 students, scored 45 points below standard.
- Socioeconomically Disadvantaged student group, 1092 students, scored 47 points below standard.

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

Educators: A significant underlying issue is the high teacher turnover rate and lack of consistent teachers in the classroom. Novice teachers with little experience have to meet the challenges of a new profession while also having the added responsibilities of the requirements of an induction or mentoring program. Teachers need to increase the frequency of tasks and instruction at the DOK 3-4 level and integrate academic listening and speaking structures throughout each lesson. Teachers need more training on implementing instructional practices in reading and writing for students at the middle school level. Instructional Coach needs to meet with new teachers regularly to give individualized support.

California School Dashboard Indicators:

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

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

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

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

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

By June 2024, 75% of literacy tasks will reflect the rigor of the standard (s) and include an integration of two or more strands (Reading, Writing, Speaking/Listening, Language) grounded in evidence using informational and/or literary texts, as measured by administrator classroom observation data, followed by actionable feedback.

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

To build a strong foundation for literacy, all students will achieve 7.5 points or higher on the ELA Smarter Balanced Assessment in 2023-24 as measured by MyData.

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

District Priority

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

District Strategies

- ☒ 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- ☒ 1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership

School Strategy

The Focus of our Professional Development will be on Rigor in Tasks & instruction. Educators will implement teaching strategies such as close reading, annotation of text, claim-evidence-reasoning (CER), and backward planning based on the professional development from AVID, UBD, and ASCD: Rigor By Design. Educators will apply the pedagogical practices grounded in these trainings and use culturally relevant material with the support of the instructional coach.

To optimize the impact of a class size reduction teacher on student learning outcomes and overall classroom environment, leading to enhanced student engagement, personalized instruction, and academic success.

School Actions

Instructional Coaches:
(INSTRL COACH SEC C1T 6Hr/5 Days \$146,664W/Diff \$1,891) will conduct PDs based on (“Understanding By Design” (UBD), “Equitable Grading & Instruction” (EGI), (RIGOR) Rigor in Tasks & Instruction, and Advancement Via Individual Determination (AVID). During PDs, the Instructional Coach will present and model the instructional strategies grounded in these trainings: close reading, annotation of text, and claim-evidence-reasoning. The Instructional Coach will support teachers with the implementation of these strategies by meeting with them individually, modeling, and giving feedback. Administrators will monitor the implementation of the strategies: close reading, annotation of text, and CER by attending the Professional Development presented by the Coaches during Tuesday Faculty and Department meetings and bi-weekly after-school teacher support meetings. Administrators will also attend the Professional Development Meetings led by the Coach(es) to prepare teachers for the year-round Peer-to-Peer Instructional Walks. Administrators will also participate in the Peer-to-Peer Instructional Walk observations led by the Coaches.

Provide intervention to students:
10 teachers will provide 4-hour intervention sessions on Saturdays for a 6-week cycle each semester: once in the Fall and once in the Spring
Teacher Tutor X Time- 10 teachers x 12 weeks x 4 hours/week x \$89.70/hr. = \$50,465

Class size reduction:
Small Group instruction: The class size reduction teacher will lead small group instruction, allowing for more individualized attention, targeted interventions, and focused skill development.
Student progress tracking: Implement a system for tracking student progress, both in academic achievement and social-emotional development, to measure the effectiveness of the class size reduction strategy.
1-CSR Teacher ELA (6hrs/5 days)\$128,1631-CSR Teacher HSS (6hrs/5 days) \$141,415
1-CSR Teacher HSS (6hrs/5 days)\$128,1631-CSR Teacher HSS (6hrs/5 days) \$141,415
DDSUB CSR T BEN ABS 6 Hrs \$3,347

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	30464367	N/A	13641	141,415	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10246 - DIFF INSTL COACH SEC	N/A	N/A	10246	1,885	0.00	100
CE-ESSA T1 Schools (7S046)		13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	30473507	N/A	13297	146,665	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	3,347	0.00	100
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	42,609	0.00	100
CE-ESSA T1 Schools (7S046)		13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	30342950	N/A	13643	141,415	1.00	100

Los Angeles Unified School District
2023-2024 School Plan for Student Achievement

Section 13.1

Academic Excellence - Mathematics

Select all data sources reviewed to address the Pillar.

- ☐ ELPAC
- ☐ Whole Child Integrated Data System
- ☐ MyData
- ☐ Student Grades
- ☐ IEP Goals Data
- ☐ DIBELS Math
- ☐ DIBELS
- ☐ School Accountability Report Card (SARC)
- ☒ CA Dashboard
- ☐ Smarter Balanced Assessment Criteria (SBAC)
- ☐ Open Data
- ☒ Interim Assessment Blocks (IAB)
- ☐ School Experience Survey
- ☐ Publisher's Assessments
- ☐ Reading Growth Measure
- ☐ Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)

- ☐ College & Career Readiness Survey
- ☐ Other: 100.3 points below standard
- ☐ School Targets Dashboard
- ☐ Edulastic

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

The CA Dashboard shows that Nimitz's overall score in Math is Very Low with 100.3 points below standard for 1,120 students.

- English Learners student group, 308 students, scored very low with 164.8 points below standard.
- Hispanic student group, 1,082 students, scored very low with 100.7 points below standard.
- Students with Disabilities student group, 170 students, scored very low with 172 points below standard.
- Socioeconomically Disadvantaged student group, 1,084 students, scored very low with 102.5 points below standard.

Data from the 2022 Fall Pre-Test IAB Expression and Equations and 2023 Spring Post-IAB Expressions and Equations show overall growth for all grade levels.

Fall 2022 6th-Grade: 1% Above, 15% Near Standard, and 84% Below Standard

Spring 2023 6th-Grade: 8% Above, 32% Near Standard, and 60% Below Standard

Pre-Test 7th-Grade: 4% Above, 27% Near Standard, and 69% Below Standard

Post-Test 7th-Grade: 11% Above, 39% Near Standard, and 50% Below Standard

Pre-Test 8th-Grade: 3% Above, 30% Near Standard, and 67% Below Standard

Post Test 8th-Grade: 16% Above, 50% Near Standard, and 34% Below Standard

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

There are numerous underlying issues related to the key findings, as reported by the CA Dashboard 2022-2023. Some issues are continued student absenteeism, low-income households, and single-parent families. Another underlying issue is that our transition to a newer curriculum has imposed a learning curve for both students and teachers. Student unfinished learning, continued practice of procedural skill building without connections, lack of coherence within and across grade levels, and low academic language proficiency are additional issues related to our key findings.

California School Dashboard Indicators:

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

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

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

<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input checked="" type="checkbox"/> Socioeconomically Disadvantaged
<input checked="" type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input checked="" type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input checked="" type="checkbox"/> All Students

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

By June 2024, grade-level mathematics tasks will increase the real-world application aspect of rigor from 19.1% to 30% and implement at least 80% fidelity of the Illustrative Mathematics (IM) curriculum, as determined by peer lesson study and Nimitz classroom observations platform.

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

By the end of Spring 2024, data from the Spring IAB will reflect a 5% increase in students scoring at Near Standard or Above Standard, across all grade levels and as compared to Spring 2023 data. Specifically, sixth grade will move from 40% to 45% of students scoring Near Standard or Above Standard, 7th grade will move from 50% to 55% of students scoring Near Standard or Above Standard and 8th grade will move from 66% to 71% of students scoring Near Standard or Above Standard.

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

District Priority

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

District Strategies

- ☒ 1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
- ☒ 1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership

- ☒ 1A.S6 Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets

School Strategy

Continue delivering high-quality professional development for teachers to improve the pedagogy of delivery of instruction. Continue addressing students' unfinished learning, address the social-emotional needs of students, and implement methodologies such as Understanding by Design's backward planning model to prioritize lessons within our high-quality curriculum. Design an intervention plan for students who are not meeting expectations during initial instruction. Continue to further develop teachers' understanding of and assist in implementing Equitable Grading, and Instruction design features. Additionally, provide teacher training on high-leverage instructional strategies from ASCD's Rigor by Design, AVID, Kagan, and Capturing Kids Hearts.

School Actions

Planning:

The school will conduct a comprehensive needs assessment to identify areas of unfinished learning and the professional development needs of teachers. Establish clear and measurable goals for the professional development program, aligning them with the needs identified. Allocate resources, including time, budget, and personnel, to support the professional development program. Choose appropriate strategies and curriculum to address the identified needs, such as Equitable grading and Instruction, ASCD Rigor by Design, UbD Backwards Design, AVID, Kagan, and Capturing Kids Hearts. Identify the specific math standards and skills that students are struggling with during initial instruction.

Develop a clear intervention plan that outlines strategies and resources to support students who are not meeting expectations in math.

Allocate resources and staff members, such as intervention teachers or support personnel, for targeted intervention.

Set clear objectives and outcomes for the intervention program, including performance benchmarks.

Implementation:

Develop training modules incorporating the chosen strategies and focusing on pedagogical approaches to address unfinished learning that will take place during PD, after school (Seahawk Support), or before school. (Teacher Tutor X-Time \$42,608)

Delivery Methods: Implement various delivery methods, including workshops, peer collaboration, online courses, and mentoring to cater to different learning styles and needs.

Scheduling: Coordinate professional development sessions to fit into the schedules of Teachers, including meeting beyond the 6-hour work time. (Teacher Tutor X-Time)

Provide necessary materials and resources to support the implementation of selected strategies in the classroom.

Identify the specific math standards and skills that students are struggling with during initial instruction.

Develop a clear intervention plan that outlines strategies and resources to support students who are not meeting expectations in math.

Allocate resources and staff members, such as intervention teachers or support personnel, for targeted intervention.

Set clear objectives and outcomes for the intervention program, including performance benchmarks.

Implement the intervention plan, providing additional support to students identified as not meeting expectations during initial math instruction.

Offer small group or one-on-one instruction to address individual learning needs.

Utilize evidence-based instructional strategies and materials to support struggling students.

Regularly communicate with teachers, students, and parents to ensure a coordinated effort in delivering intervention.

Monitor student progress and adjust the intervention plan as necessary to address specific challenges.

Monitoring/Evaluation

Regularly collect data on student progress, teacher feedback, and other relevant metrics to assess the effectiveness of professional development.

Establish a feedback mechanism for teachers and students to share their experiences and suggestions for improvement. Use the collected data to adjust and refine the professional development program as needed. Implement benchmark assessments to measure the impact of the chosen strategies on student achievement and learning gains.

To communicate progress and outcomes, provide periodic reports to stakeholders, including administrators, teachers, and parents.

Continuously assess the performance of students who receive intervention using formative assessments.

Compare students' progress over time to the established benchmarks.

Analyze data to identify the effectiveness of the intervention program.

Regularly review and adjust the intervention strategies based on data and feedback.

Conduct periodic reviews to ensure that the intervention plan remains aligned with the school's goals for math proficiency.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	42,608	0.00	100

District Priority

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

District Strategies

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	30341986	N/A	13644	141,415	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,674	0.00	100

Los Angeles Unified School District
2023-2024 School Plan for Student Achievement

Section 14.1

Academic Excellence - English Learner Programs

Select all data sources reviewed to address the Pillar.

- ☐ ELPAC
- ☒ Whole Child Integrated Data System
- ☐ MyData
- ☐ Student Grades
- ☐ IEP Goals Data
- ☐ DIBELS Math
- ☐ DIBELS
- ☐ School Accountability Report Card (SARC)
- ☒ CA Dashboard
- ☐ Smarter Balanced Assessment Criteria (SBAC)
- ☐ Open Data
- ☐ Interim Assessment Blocks (IAB)
- ☐ School Experience Survey
- ☐ Publisher's Assessments
- ☐ Reading Growth Measure
- ☐ Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)

☐ College & Career Readiness Survey

☐ Other: 56.2% is making progress towards EL Proficiency

☐ School Targets Dashboard

☐ Edulastic

☐ ELPAC

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

The CA Dashboard shows that 56.2% of 203 Nimitz's English Learners are making progress toward English Language proficiency.
-55.7% of ELs progressed at least one ELPI level

-0.5% of ELs maintained ELPI Level 4

-29.6% of ELs maintained ELPI levels 1, 2L, 2H, 3L, 3H

-14.3% of ELs decreased at least one ELPI level

Reclassification Rates:

10.5% (2020-21)

13.1% (2021-22)

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

Our data indicates that 44.66% of EL students (117 of 262) have not reclassified due to one, singular factor: they have yet to pass the ELPAC.

California School Dashboard Indicators:

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

☐ Academic Indicator ELA

☐ Academic Indicator Math

☒ EL Progress Indicator

☐ Chronic Absenteeism

☐ Suspensions

☐ College/Career Indicator

☐ Graduation

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

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

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

Data analysis will be used to identify skill deficiencies and achievement gaps within the EL subgroup. Students identified will have access to after-school intervention courses focused on the mastery of the standard and activities informed by the ELPAC task types. Implementation will be measured through teacher and student sign-ins, pre and post informal assessments, reflections, and informal administrative observation, which will include evidence of changes in instructional practices and strategies that better support EL students.

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

By June 2024, Nimitz MS will increase the percentage of students achieving a Level 4 on the Summative ELPAC by 11%, from 19% to 30%, as measured by the Whole Child Dashboard. The school will implement targeted interventions and instructional strategies designed to improve EL student performance in the ELPAC assessment. Progress towards this objective will be tracked through data analysis of grades, teacher assessments, and targeted support plans for EL students.

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

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

District Priority

- ☒ 1A. Focus on consistent implementation of high-quality instruction to improve student outcomes
- ☒ 1D. Champion multiple pathways for college and career readiness for all students

District Strategies

<input checked="" type="checkbox"/>	1A.S1 Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas
<input checked="" type="checkbox"/>	1A.S4 Implement high-quality, differentiated, and ongoing professional development and coaching grounded in data to support effective teaching, learning, and leadership
<input checked="" type="checkbox"/>	1D.S1 Provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better
<input checked="" type="checkbox"/>	1D.S7 Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options

School Strategy

By June 2024, Nimitz MS aims to increase EL reclassification from 35% to 45%, as measured by the FOCUS Dashboard. To reach this goal, our school will provide professional development focused on aligning and assessing classroom instruction in accordance with the CA ELD standards. In order to improve our reclassification rate, our school will ensure that lessons delivered in dELD and iELD classes are aligned to ELD standards. Professional development (with a focus on standards-based instruction, building academic language, differentiation of instruction, assessment data analysis) will provide staff with instructional strategies that support alignment to state standards and assessments as well as opportunities to assess and reflect on instructional practices. Alignment to the standards and a mastery based assessment strategy will ensure students are equipped with the skills necessary to reclassify. Intervention programs will provide students an opportunity to refine and expand their understanding of concepts learned during the instructional day. Learning gaps will be identified through data analysis of formative and summative assessments, classwork and data collected from programs such as ReadTheory, IXL and Rosetta Stone. Students identified will have access to after school intervention courses focused on mastery of the standard and activities informed by the ELPAC task types.

School Actions

Planning:

Establish the Multilingual Multicultural Academic Language Coach (MM ACAD LNG CCH-SEC (6Hrs/5 Days \$109,449 w/DIFF \$1,429) position.

Define the role of MMALC in providing professional development and growth opportunities for staff.

Determine the focus on pedagogical practices, alignment to state standards, and instructional trends and strategies.

Identify the target groups: English Learners (70%) and other academic language learners (30%).

Specify the support for various language learner groups, including Reclassified English Proficient Students (RFEPs), Standard English Learners (SELs), Dual Language Learners, American Indian, and Indigenous students.

Plan for push-in acceleration for 6th-8th grade English Learners.

Prepare for professional development and demo lessons on academic language development, standards-based instruction, access strategies, student engagement, and checking for understanding.

Establish co-teaching, coaching, and focused observation across content areas.

Ensure the implementation of the ELD and Academic English Mastery Program (AEMP).

Develop a strategy for differentiating instruction based on academic linguistic needs.

Schedule regular meetings with site administrators, teachers, and support personnel.

Plan for progress monitoring using MiSiS reports, FOCUS Dashboard, and Whole Child Integrated Data.

Implementation:

Multilingual Multicultural Academic Language Coach (MMALC) will:

Provide professional development and growth opportunities for staff.

Meet with administrators, teachers, and support staff to analyze student data.

Implement intervention programs based on academic data from district and state assessments.

Support English Learners and other academic language learners as per the designated percentages.

Offer push-in acceleration for 6th-8th grade English Learners.

Deliver professional development and demo lessons on academic language development, standards-based instruction, access strategies, student engagement, and checking for understanding.

Collaborate on standards-based academic language development and literacy across content areas.

Ensure the implementation of the ELD and Academic English Mastery Program (AEMP).

Differentiate instruction to address academic linguistic needs.

Maintain regular meetings with site administrators, teachers, and support personnel.

The school will implement targeted interventions and instructional strategies designed to improve EL student performance in the ELPAC assessment. Progress towards this objective will be tracked through data analysis of grades, teacher assessments, and targeted support plans for EL students.

Monitoring/Evaluation:

Monitor the alignment of student data to state standards, instructional trends, and strategies.

Assess the impact of intervention programs using academic data.

Evaluate the support provided to English Learners and other academic language learners.

Assess the effectiveness of push-in acceleration for 6th-8th grade English Learners.

Review the outcomes of professional development and demo lessons.

Evaluate the progress in standards-based academic language development and literacy.

Ensure the comprehensive implementation of ELD and AEMP.

Continuously differentiate instruction and evaluate its impact.

Regularly analyze language learner data.

Monitor the progress of the implementation action plan and academic language development using MiSiS reports, FOCUS Dashboard, and Whole Child Integrated Data.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy (7T197)		18020 - MM ACAD LNG CCH-SEC (6 Hrs / 5 Days)	30499799	N/A	18020	109,449	1.00	70
T3A-LEP-Limited Eng Profcncy (7T197)	1000	18018 - MM ACAD LNG CCH-DIFF	N/A	N/A	18018	1,429	0.00	100

Los Angeles Unified School District
2023-2024 School Plan for Student Achievement

Section 15.1

Academic Excellence - Other Academic Content

Select all data sources reviewed to address the Pillar.

- ☐ ELPAC
- ☐ Whole Child Integrated Data System
- ☐ MyData
- ☐ Student Grades
- ☐ IEP Goals Data
- ☐ DIBELS Math
- ☐ DIBELS
- ☐ School Accountability Report Card (SARC)
- ☐ CA Dashboard
- ☐ Smarter Balanced Assessment Criteria (SBAC)
- ☐ Open Data
- ☐ Interim Assessment Blocks (IAB)
- ☒ School Experience Survey
- ☐ Publisher's Assessments
- ☐ Reading Growth Measure
- ☐ Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
- ☐ College & Career Readiness Survey
- ☐ School Targets Dashboard
- ☐ Edulastic
- ☒ Other: Nimitz MS School Climate Surveys

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

California School Dashboard Indicators:

<input type="checkbox"/> Academic Indicator ELA
<input type="checkbox"/> Academic Indicator Math
<input type="checkbox"/> EL Progress Indicator
<input type="checkbox"/> Chronic Absenteeism
<input type="checkbox"/> Suspensions
<input type="checkbox"/> College/Career Indicator
<input type="checkbox"/> Graduation
<input type="checkbox"/> English Learners
<input type="checkbox"/> Foster Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Socioeconomically Disadvantaged
<input type="checkbox"/> Student with Disabilities
<input type="checkbox"/> African American
<input type="checkbox"/> American Indian or Alaska Native
<input type="checkbox"/> Asian
<input type="checkbox"/> Filipino
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White
<input type="checkbox"/> Two or More Races
<input type="checkbox"/> All Students

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

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

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

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

Los Angeles Unified School District

2023-2024 School Plan for Student Achievement

Section 16.1

Joy and Wellness

Select all data sources reviewed to address the Pillar.

<input type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Open Data
<input type="checkbox"/> Interim Assessment Blocks (IAB)

<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Growth Measure
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
<input type="checkbox"/> College & Career Readiness Survey
<input type="checkbox"/> Edulastic
<input type="checkbox"/> School Targets Dashboard
<input type="checkbox"/> Other: IAB

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

Student participation in School Experience Survey went from 85% to 99%, an increase in student participation of 14%. Grade-level counselors acknowledge students with strong academic achievement and citizenship after each five-week progress report period. Data collected by grade-level counselors showed an increase in students that were recognized and rewarded as "Admirals" and "Captains" based on academic achievement and citizenship as evidenced by end-of-semester report cards. PSA Counselor has reported continued improvement in monthly attendance. Joy & Wellness presentations and activities were continuously done throughout the school year. It was determined that data needs to be collected through student surveys to gather data on the impact of the Joy & Wellness presentations and activities. There should also be more recognition of students demonstrating good citizenship and/or academic excellence and improvement at the classroom level through awards, etc.

The CA Dashboard shows that 31.6% of 1267 students at Nimitz experience chronic absenteeism
 -38% of 294 ELs exhibit chronic absenteeism
 -31% of 1222 Hispanics exhibit chronic absenteeism
 -32% of 1218 Socioeconomically Disadvantaged exhibit chronic absenteeism
 -41% of 209 Students with Disabilities exhibit chronic absenteeism
 -39% of 33 Whites exhibit chronic absenteeism

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

Student are still dealing with learning loss as a result of remote learning due to the pandemic. Additionally, students are lacking knowledge of classroom norms,thus, resulting in chronic absenteeism.

California School Dashboard Indicators:

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

<input type="checkbox"/> Academic Indicator ELA
<input type="checkbox"/> Academic Indicator Math
<input type="checkbox"/> EL Progress Indicator
<input checked="" type="checkbox"/> Chronic Absenteeism
<input type="checkbox"/> Suspensions
<input type="checkbox"/> College/Career Indicator
<input type="checkbox"/> Graduation

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

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

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

By June 2024, all advisory classes will have had one monthly "Wellness Wednesday" presentation, by support staff to give student the tools to improve their growth-mindset, to improve their self-efficacy, self-management, and their social awareness in hopes of creating successful students.

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

By June 2024 there will be a decrease of chronic absenteeism in all students by 5% from 31.6% to 26.6% as measured by MyData

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

District Priority

- ☒ 2A. Design and sustain welcoming, safe, environmentally friendly, affirming, and inclusive learning environments
- ☒ 2D. Ensure outstanding attendance to support consistent in-class learning

District Strategies

- ☒ 2A.S1 Support and build capacity of all campus staff to implement affirming, welcoming, and trauma-informed practices

- ☒ 2A.S5 Create asset-based and culturally responsive classrooms and curricula that value and celebrate the diverse backgrounds of our students
- ☒ 2D.S2 Engage and build capacity of families to support attendance for students as a shared responsibility
- ☒ 2D.S3 Identify root causes for absences and offer comprehensive and schoolwide child welfare and attendance services to students, including tiered and differentiated absence prevention and intervention supports

School Strategy

Our school recognizes the importance of fostering a supportive and inclusive learning environment that caters to the diverse needs of our students. We are committed to providing our students with the tools, resources, and experiences that will help them develop a positive view of themselves and others while ensuring they feel safe, welcome, and excited to learn. Our strategy, centered around monthly Wellness Wednesdays Restorative Justice Circles, a Wellness Center, represents our dedication to serving the whole child, attending to their social, emotional, and physical health and wellness so they are prepared and energized to focus on learning, growing, and building meaningful connections at school.

School Actions

Planning:

Coordinator INTRVN/PREV SUP COOR (6 Hrs.5 Days \$132,427 W/ Diff. \$1,567) will collect and analyze student data to identify at-risk students and areas of concern. Identify At-Risk Students: The Coordinator will continue to collect and analyze student data to identify at-risk students who may benefit from Restorative Justice Circles and Wellness Center support. Comprehensive Understanding: Collaborate with teachers, counselors, and administrators to comprehensively understand student needs, including those related to behavioral challenges and well-being. Research and Recommendations: The Coordinator will research and recommend evidence-based intervention strategies, including Restorative Justice principles, aligned with student needs and school goals. "Wellness Wednesday" Presentations: The coordinator will also plan and organize "Wellness Wednesday" presentations that will be presented to all students during advisory by out-of-the-classroom staff. These presentations will incorporate Wellness Center activities and themes.

Implementation

The intervention coordinator will implement timely interventions for students at risk of academic or behavioral challenges.

Restorative Justice Circles: Implement Restorative Justice Circles as a proactive approach to address behavioral issues and conflicts. Train staff in Restorative Justice principles and practices and facilitate using these circles as part of interventions. Wellness Center Programs: Utilize the Wellness Center to provide programs and activities that promote positive behavior, emotional well-being, and physical health among students. These programs will run in parallel with other interventions.

Collaboration with Teachers: Work closely with teachers to ensure that Restorative Justice Circles and other interventions are effectively implemented in the classroom. Promote a collaborative approach to address the needs of at-risk students and build positive behavior. Training Sessions: Organize and provide training sessions for school staff, including teachers and counselors, on effective intervention, prevention strategies, and Restorative Justice principles. Cultural Growth: Foster a culture of continuous improvement through professional growth, which includes training on Restorative Justice principles and building a strong sense of community in the school. "Wellness Wednesday" Presentations: Continue with the monthly "Wellness Wednesday" presentations during the advisory period, integrated with the broader Wellness Center initiatives and Restorative Justice principles.

Monitoring/Evaluation:

The intervention coordinator will continuously collect and update student data to track progress and measure the effectiveness of interventions.

Data Collection: Continuously collect and analyze data to track the impact of Restorative Justice Circles, Wellness Center activities, and other interventions on student behavior, academic performance, and overall well-being. Feedback and Assessment: Gather feedback from teachers, students, and parents regarding the impact of Restorative Justice Circles, Wellness Center initiatives, and other interventions. Use this feedback to make improvements and adjustments. Reports and Communication: Regularly report to school administration, teachers, and parents on the progress and outcomes of these initiatives. Share the results of surveys and assessments to showcase the positive impact on the school community. Continuous Improvement: Continuously assess and refine the Restorative Justice Circles, Wellness Center programs, and other interventions based on feedback and data analysis to ensure they are aligned with school goals and the needs of at-risk students. Include the teacher survey on the effectiveness of "Wellness Wednesday" Presentations as part of the feedback mechanism.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	30437902	N/A	14496	146,665	1.00	100
CE-ESSA T1 Schools (7S046)	2100	11759 - INTVN/PREV SUPC DIFF	N/A	N/A	11759	1,567	0.00	100

Los Angeles Unified School District
2023-2024 School Plan for Student Achievement

Section 17.1

Engagement and Collaboration

All sections are required.

Select all data sources reviewed to address the Pillar.

- ☐ ELPAC
- ☐ Whole Child Integrated Data System
- ☐ MyData
- ☐ Student Grades
- ☐ IEP Goals Data
- ☐ DIBELS Math
- ☐ DIBELS
- ☐ School Accountability Report Card (SARC)
- ☐ CA Dashboard
- ☐ Smarter Balanced Assessment Criteria (SBAC)
- ☐ Open Data
- ☐ Interim Assessment Blocks (IAB)
- ☒ School Experience Survey
- ☐ Publisher's Assessments
- ☐ Reading Growth Measure
- ☐ Interim Comprehensive Assessment (ICA)/Interim Assessment Blocks (IAB)
- ☐ College & Career Readiness Survey
- ☐ Other: 44% parent participation
- ☐ School Targets Dashboard
- ☐ Edulastic
- ☒ Other: Workshop Sign-In Sheets

NIMITZ MS (1826801) 2023-2024 FSEP Approval Date : 11/2/2023 8:07:40 AM

Section 9

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

The 2022-2023 School Experience Survey revealed that 44% of parents responded to the questionnaire, a 13% increase from the previous year. Of the parents surveyed, 85% of them responded that they feel welcomed to participate at our school.

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

In 2022-2023 technology navigation continued to be a barrier for a lot of parents/legal guardians, this group is not comfortable using technology and shy away from it, for this reason, we feel, a lot of the messages and posting on the school's digital platforms regarding workshop/classes and other information did not reach as many parents/legal guardians as expected.

California School Dashboard Indicators:

The activities outlined in Parent And Community pillar pages are to support the following indicators on the CA Dashboard. Improving Performance in (select all that apply)

☐ Academic Indicator ELA

☐ Academic Indicator Math

☒ EL Progress Indicator

☐ Chronic Absenteeism

☐ Suspensions

☐ College/Career Indicator

☐ Graduation

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

<input type="checkbox"/>	English Learners
<input type="checkbox"/>	Foster Youth
<input type="checkbox"/>	Homeless
<input type="checkbox"/>	Socioeconomically Disadvantaged
<input type="checkbox"/>	Student with Disabilities
<input type="checkbox"/>	African American
<input type="checkbox"/>	American Indian or Alaska Native
<input type="checkbox"/>	Asian
<input type="checkbox"/>	Filipino
<input type="checkbox"/>	Hispanic or Latino
<input type="checkbox"/>	Native Hawaiian or Pacific Islander
<input type="checkbox"/>	White
<input type="checkbox"/>	Two or More Races
<input checked="" type="checkbox"/>	All Students

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

The Community Representative will conduct weekly workshops at the Parent Center, covering a range of topics, including “Grief, Loss, and Resilience,” “Addiction & Mental Wellness,” “Parents With Care & Love,” and “Connect With Technology.” The objective is to provide valuable information and support to parents, and all stakeholders will be encouraged to attend. To document these efforts, the following steps will be taken:

1. Workshop Schedule: The Community Representative will establish a schedule of workshops, ensuring weekly coverage of the designated topics. The schedule will be maintained and updated regularly.
2. Monthly Parent Center Calendar: A monthly Parent Center Calendar will be created, listing the dates and topics of upcoming workshops. This calendar will be distributed to all stakeholders, including parents, teachers, and community members, to inform them of the workshop offerings.
3. Workshop Attendance Records: Attendance records for each workshop will be documented. These records will include the names of attendees, the topic of the workshop, and the date. This documentation will help track participation and assess the impact of the workshops.
4. Feedback and Evaluation: Feedback from participants will be collected to evaluate the effectiveness of the workshops. Suggestions and comments will be documented to make necessary adjustments for future sessions.

The objective is to facilitate the distribution of valuable information and support to parents and other stakeholders, with documented records of workshop schedules, attendance, and feedback to ensure transparency and continuous improvement.

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

By June 2024, we will increase parent attendance at the weekly Parent Center Workshops/Trainings to 83% as measured by the LAUSD School Experience Survey. We will continue to collect attendance data through sign-in sheets at each workshop, and we will monitor parent engagement through the Nimitz Parent Center Calendar, Nimitz Navigator Newsletter, Nimitz Middle School website, and the Remind App. Furthermore, feedback from the LAUSD School Experience Survey will provide insights into the appeal of workshops, enabling us to customize future offerings and further enhance attendance rates.

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

District Priority

- ☒ 3A. Strengthen relationships between families, students, and their schools to improve student success
- ☒ 3B. Provide clear, consistent, and accessible information to the community

District Strategies

- ☒ 3A.S1 Support all school sites in developing a cohort of school volunteers and parent leaders
- ☒ 3A.S2 Develop resources and activities to promote regular school community events that engage family and staff
- ☒ 3A.S3 Link every student to a parent or guardian on the Los Angeles Unified App and Parent Portal
- ☒ 3A.S7 Offer professional development opportunities for educators to build capacity on strengthening relationships with families
- ☒ 3B.S2 Ensure all families are connected to the internet and have the training to access technology to promote communication and advocacy for student learning
- ☒ 3B.S6 Communicate with families in multiple languages and modes to best meet their needs

School Strategy

Nimitz will continue to provide opportunities to engage parents and families as equal partners to support student achievement through a variety of activities, from decision making and advisory councils to workshops and school events. We will strengthen our workshop, class offerings, and volunteer program by providing presentations with themes and topics that help parents support their child's education and bring awareness to academic, social, drug use, and mental health issues, thus, increasing opportunities to engage parents and families as equal partners to support student achievement

School Actions**Planning:**

•Program Workshops for Parents/Legal Guardians:

Resource Parent Liaison C1T7(8Hr/5D \$80,155), Community Representative C (3Hr/5Days14,255), Psychiatric Social Worker (PSW), and TSP Coordinator will collaborate to schedule monthly informational workshops. These workshops will cover various topics, including academic expectations, social-emotional well-being, attendance, and more. Literature will be made available to support these workshops, with a focus on parent empowerment and supporting student growth.

•Assist with Decision Making and Advisory Councils: The Resource Parent Liaison, Community Representative, and TSP Coordinator will collaborate to provide orientation presentations and training for ELAC and SSC members. They will ensure that parents are well-prepared to participate effectively in decision-making and advisory council meetings.

Implementation:

•Program Workshops for Parents/Legal Guardians: Monthly workshops will be scheduled and conducted by the specified personnel, including professionals from Local District Offices and East Los Angeles Community College. SUPPLMTL INTRL MAT (\$1,662) for workshops, such as hands-on activities, flyers, and literature, will be purchased to enhance engagement.

•Assist with Decision Making and Advisory Councils: Orientation presentations and training for ELAC and SSC members will be provided to ensure their effective participation.

Collaboration with council meetings will be facilitated to support proper preparation.

Monitoring/Evaluation:

•Program Workshops for Parents/Legal Guardians: Attendance records for each workshop will be maintained to track participation. Feedback from participants will be collected to evaluate the effectiveness of the workshops.

•Assist with Decision Making and Advisory Councils: The effectiveness of the orientation and training for ELAC and SSC members will be assessed through surveys.

•Facilitate Parent Portal Workshops: The number of parents participating in Parent Portal workshops will be monitored, and their feedback will be collected to gauge effectiveness.

•Communication with Parents/Legal Guardian: Engagement through communication channels will be monitored to ensure effective outreach.

•Maintain Technology for Students: The IT Support Tech's C1T5 (8Hr/5Days \$102,983) effectiveness in maintaining technology for students and assisting parents and staff will be reviewed, and data on troubleshooting support will be collected.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		26594 - PRNT RSR LIASN C1T/7 (8 Hrs / 5 Days)	30490804	N/A	26594	80,155	1.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTR MAT	N/A	N/A	40269	1,662	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)		27785 - COMMUNITY REP C (3 Hrs / 5 Days)	30491018	N/A	27785	14,255	1.00	100
CE-ESSA T1 Schools (7S046)		25665 - IT SUPP TECH A-05 (8 Hrs / 5 Days)	30464653	N/A	25665	102,983	1.00	83

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

Guidance and Instructions: All schools must complete a Resource Inequities Review as part of their comprehensive needs assessment. Alongside your Local District support staff, consider the Resource Inequities reflection prompts available here. Note that responses to questions 1 through 3 must be actionable at the school site.

1. What actionable inequities were identified by the school?
1) Classroom Observation Data indicates inequities in Math and ELA rigorous instruction between the Magnet and Regular School. Math tasks aligned to Standards: Magnet 6th grade--71.4%, Regular 6th Grade--55.6%, Magnet 7th and 8th Grade--87.5%, Regular 7th and 8th grade--28.6%. Inequities in DOK 3 levels: Magnet 6th grade: 88.89%, 7th grade: 25% and 8th Grade: 75%, Regular 6th Grade: 61.5%, 7th: 38.9.% and 8th: 28.6%. ELA tasks aligned to Standards: Magnet 6th grade-47.6%, Regular 6th grade-37.5%, Magnet 7th 83.3% and 8th Grade--60%, Regular 7th grade: 38.1% and 8th grade-5.6%. Inequities in DOK 3 levels: Magnet 6 grade--38.1%, 7th 66.61% and 8th-70%, Regular: 6th- 25%, 7th- 38.1% and 8th- 38.8%. 2) loss of instructional time 3) intervention supports need to align to core instruction and need to be offered early in the year by the most experienced and effective teachers
2. Which inequities are priorities for the school to address?
1) Aligning the tasks to grade-level standards and at a DOK level 3. 2) low-performing students do not have access to early interventions nor to the most experienced and effective teachers
3. How will the school address these inequities?
Using our Classroom Observation template, administrators and Instructional Leadership Team will monitor the alignment of tasks to the standards and maximizing rigor. Our budget will support intervention for high needs students and funding for instructional planning time. During this time, collaboration amongst effective interventionists and the content teachers will take place. Instructional practices will be assessed and modified to ensure our goals and tasks are in alignment.
4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.
Nimitz MS lacks an auditorium or multi-purpose room causing physical education classes to be disrupted when special events take place on campus.

Page 1

EVIDENCE-BASED INTERVENTIONS

Guidance and Instructions: All schools must implement Evidence-Based Interventions as part of their improvement plan. Per ESSA, the term "intervention" can include activities, strategies, or interventions. For further guidance on Evidence-Based Interventions, [click here](#). Complete questions 1 through 9 for each evidence-based intervention that will be implemented

1. Student Groups: Indicate the student group(s) that will be the focus of this evidence-based intervention

<input checked="" type="checkbox"/> All Students
<input checked="" type="checkbox"/> English Learners
<input checked="" type="checkbox"/> Foster Youth
<input checked="" type="checkbox"/> Homeless
<input checked="" type="checkbox"/> Socioeconomically Disadvantaged
<input checked="" type="checkbox"/> Race/Ethnicity-Specify
<input checked="" type="checkbox"/> Students with Disabilities

2. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses

<input checked="" type="checkbox"/> English Language Arts (3-8,11)
<input checked="" type="checkbox"/> Mathematics (3-8,11)
<input checked="" type="checkbox"/> English Learner Progress (1-12)
<input checked="" type="checkbox"/> Chronic Absenteeism (TK-12)
<input type="checkbox"/> Suspension Rate (TK-12)
<input type="checkbox"/> College/Career (9-12)
<input type="checkbox"/> Graduation Rate (9-12)

3. Evidence Rating: Indicate the Evidence Rating for the intervention

<input checked="" type="checkbox"/> Strong, Moderate, Promising
<input type="checkbox"/> Demonstrates Rationale (not allowable for 7T691)

4. Rating Rationale: Indicate the source that was used to determine the rating.

<input type="checkbox"/> What Works Clearinghouse
<input checked="" type="checkbox"/> LAUSD Evidence-Based Intervention Bench
<input type="checkbox"/> Evidence for ESSA

☐ Other-Specify and Provide Link to Study [include specific page number(s) for the evidence]

5. Intervention Status: Indicate if this is a new or continuing Intervention.

☐ New
☒ Continuing

6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.

Kagan Cooperative Learning and Active Engagement

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

Kagan Cooperative Learning strategies (training funded: 10947) allow teachers to create a greater level of meaningful engagement for all students. With meaningful student engagement, everyone learns, thus, closing the achievement gap. Kagan can be used with any lesson, it improves academic achievement, and fosters academic student discourse which helps students meet the demands of the CCSS speaking and listening standards. (Addressed in Academic Excellence: Math Pillar)

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

Administrators will conduct classroom observations and record the frequency of the strategies implemented to give students the opportunity to practice the CCSS Speaking & Listening standards. Administrators will evaluate the effectiveness of KAGAN strategies by monitoring the increase in student engagement, academic discourse, and student collaboration to increase learning outcomes. Administrators will measure the improvement of student outcomes through classroom observations with actionable feedback on academic student discourse, and active student engagement. Teachers will receive a letter with feedback that is logged on a Google form or Teachers can view feedback on My PGS.

9. If the response to question #4 is "Continuing," what data support the claim that the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If the response to question #4 is "New," write "NA" in the textbox below.

N/A

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

1. Comprehensive needs assessment: The Schoolwide Program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the District. Describe the strategies that the school will be implementing to address school needs, and how such strategies will provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

To determine whether or not school objectives are met, strategies to achieve the goals are measured for effectiveness through the analysis of data, completion of the *SPSA Evaluation*, and the *Comprehensive Needs Assessment/Self Review Process*. The evaluation will serve as the indicator to make any significant changes to the instructional program. Modifications will be made if the strategies identified in the Goal pages have not provided results or sustained improvement. The comprehensive needs assessment is described in the *Comprehensive Needs Assessment/Self Review Process* section of the SPSA.

2. Schoolwide reform strategies: Describe the methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education and address the learning needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging State academic standards through activities which may include counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.

Schoolwide reform strategies are described in Section IV of all Goal pages.

3. Preparation for and awareness of opportunities for postsecondary education and the workforce: Describe how the school prepares students for and makes them aware of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

Our guidance counselors offer classroom presentations on the IGP, culmination requirements, and preparation for college/career. We offer college awareness elective courses and also our AVID/AVID Excel Program to promote college. Our A-G Diploma Project counselor hosts college awareness campaigns, a college and career fair, and parent awareness workshops throughout the year.

4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services: Describe how the school implements a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

At Nimitz MS, our goal is provide good, first instruction in every classroom. Our teachers implement Kagan strategies and Mastery Learning & Grading practices to support our students and help us identify students in need of Tier 2 and Tier 3 support. We offer after school intervention, SSTPs, AVID excel for our LTEL students, math tutoring lab during the school day, ELOS in the summer, COST team case analyses, IGPs, and restorative justice groups with our Restorative Justice Coordinator/counselors.

Nimitz teachers have had the opportunity to receive Restorative Justice (RJ) trainings from our RJ Coordinator and exposed to SEL lessons provided during our virtual learning period. Restorative Community Building Circles are a way for students to get to know one another and respect each other, which should lead to mutual respect and less disruptions. In addition to RJ, teachers are being trained in Social Emotional Learning and "Student Voice. Student Voice refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions - lead by our social emotional support staff members. The School Wide Behavior Support Intervention Committee revises and approves the School wide discipline policy with tiered leveled infractions. Further, Assistant Principals and out of class personnel have been trained and conduct harm and conflict circles with students.

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

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

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

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

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

Our school engages all stakeholders by promoting participation in the various School Site Council meetings. In the planning process, the school gathers data in the form of surveys and open forums. Once data is collected and disaggregated, the data results are shared with each stakeholder group. We also make every effort to maintain regularly scheduled meetings that our school community can depend on, while also maintaining the our systems for regular communication in the forms of flyers, Connect Ed calls, and posting of agendas/flyers.

In terms of stakeholder representation in our School Site Council, selection was conducted by specific peer groups:

"Other Staff" & Teachers - Administration, in collaboration with UTLA Chair and classified staff, announced the opening of nominations for School Site Council (SSC) "other staff" (non-roster carrying) and teacher membership on August 29, 2022 during faculty meeting. Additional announcements were posted in our school's Schoology course (available to all staff members). 3 staff members self-nominated for the available SSC position and 4 teachers self-nominated for the 4 vacancies. Elections were conducted during a five-day span from September 12-16, 2022. "Other Staff" members and teachers submitted their digital votes through a Google form (separately). One individual was selected as "other staff" School Site Council representative while all 4 teacher candidates were selected – number of candidates matched open spots.

Students -Advisory teachers were provided a zoom link to share with students to watch the SSC and ELAC Orientation Presentation. They were also provided with information about the upcoming school-wide School Site Council elections, relevant information, and were asked to share with all students:

- purpose and responsibilities of SSC, council demographics, meeting dates
- ways to self-nominate (asked to submit name to our lead counselor)
- Information shared with Homeroom teachers was also posted in our school's Schoology, Instagram, and Internet pages.
- Zoom meeting was organized to provide an orientation to students and an opportunity for nominees to express their interest in SSC to their peers.
- Nominations for School Site Council (student representatives) closed on August 31, 2022.
- Students had the opportunity to vote for 3 student representatives during Advisory class. Voting took place with the use of Google Docs on September 20-22, 2020.
- Votes were tabulated by our ASB teacher, Lead Counselor, and Administrator
- Top 3 vote-getters were elected as our school's SSC representatives.

Parents - Nominations for parent representatives for our School Site Council (SSC) was open for all parents.

Nominations closed on August 31, 2022.

-Promotion was made through the school's website, ConnectEd messages, Remind, Instagram, and Schoology platforms

-August 2022:

-Parents had the opportunity to self-nominate and be voted into School Site Council by their peers.

School administrative staff reviewed purpose and functions of SSC along with the roles and responsibilities of members and officers.

-Vote was conducted among parents to determine if parents would grant seat(s) to community members. Parents voted unanimously not to relinquish any seat to community members.

-Once self-nominations closed, parents were allowed 1 minute to address their peers as to why they wished to join School Site Council.

-Parents present at the meeting voted for 3 SSC members.

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

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

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

N/A

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

Local Region East will continue to support schools with the implementation of Data-Driven Instruction (DDI) that supports a culture of continuous improvement and multi-tiered systems of support (MTSS) grounded on progress monitoring data that is frequent and actionable around Tier 1, Tier 2, and Tier 3 instruction.

School leaders will have opportunities to hone their skills for facilitating these practices in principals' meetings, in meetings with their principal supervisors, in professional learning committees (PLCs), and one-on-one as needed. School leaders and school site instructional coaches will support teachers with the implementation of the units of study and the DDI planned at the Region East backward planning sessions. Classroom observations and feedback will focus specifically on those lessons and opportunities for the analysis of student work will be factored into the PD calendar.

* Creating a Data-Driven Culture: Monitoring the implementation of a "data-driven culture" through yearly calendaring of assessments and data digs/chats, ongoing professional development on DDI, leveraging human resources to build teacher/ILT team efficacy and agency

* Systems and Structures for Assessment: Strategically utilize district and school-adopted formative assessments, progress monitoring, and authentic student work to assess and reassess toward mastery of grade-level standards. Frame formative assessments as a transparent starting point to backward plan with the end in mind by creating "Know and Show" charts

* Analysis of Data to Guide Teaching and Student Learning: Creating the conditions and structures for student learning through deep analysis of district-adopted formative assessments and results, authentic student work samples and exemplars, and identifying "Gap Statements" in student learning

* Action Planning for Reteaching, Assessment, and Follow-up: Creating inclusive action plans and differentiated professional development for "re-teaching, re-engagement," ongoing assessment, follow-up, and accountability

In addition, the Huntington Park, Walnut Park, and Vernon Community of Schools will focus on improving the way we teach different subjects to students. This includes paying attention to specific strategies for each subject, such as:

* English Language Arts: We want to make sure students are learning how to read and understand different kinds of texts. We will focus on a specific part of these standards called Reading Craft and Structure Standard 4. This is important because when we observe classrooms and look at how well students are doing on tests, we see that many students are struggling with this area.

* Mathematics: We want to make sure students are not just memorizing procedures, but also understanding how to apply math concepts to real-world problems. We will use a strategy called Problem-Based Learning to help students think critically and solve problems. This is important because when we observe math classrooms, we see that many teachers are only focusing on procedural skills and not enough on problem-solving.

* Science: We want to make sure students are learning science in a way that is engaging and relevant to their lives. We will use a strategy called Next Generation Science Standards Phenomenon-based lessons, which means teaching science through real-world phenomena or events. This is important because when we observe science classrooms, we see that many teachers are not using this approach and students are not doing as well on science tests as they could be.

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch- Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10246 10246 - DIFF INSTL COACH SEC	<input type="checkbox"/>	0.00 1,885	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,885
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	0.00 85,217	0.00 0	0.00 0	0.00 0	0.00 0	0.00 85,217
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 5,021	0.00 0	0.00 0	0.00 0	0.00 0	0.00 5,021
110142 110142 - COUNS SEC C1T 25/10 (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 136,367	0.00 0	0.00 0	0.00 0	0.00 0	1.00 136,367
11759 11759 - INTVN/PREV SUPC DIFF	<input type="checkbox"/>	0.00 1,567	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,567
13297 13297 - INSTRL COACH SEC C1T (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 146,665	0.00 0	0.00 0	0.00 0	0.00 0	1.00 146,665
13641 13641 - CSR TCHR SEC ELA 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 141,415	0.00 0	0.00 0	0.00 0	0.00 0	1.00 141,415
13643 13643 - CSR TCHR SEC HSS 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 141,415	0.00 0	0.00 0	0.00 0	0.00 0	1.00 141,415
13644 13644 - CSR TCHR SEC MTH 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 141,415	0.00 0	0.00 0	0.00 0	0.00 0	1.00 141,415
14188 14188 - MS COL & CAREER COACH (6 Hrs / 5 Days)	<input type="checkbox"/>	0.00 0	1.00 146,665	0.00 0	0.00 0	0.00 0	1.00 146,665
14190 14190 - COL&CAREER COACH DIF	<input type="checkbox"/>	0.00 0	0.00 1,568	0.00 0	0.00 0	0.00 0	0.00 1,568
14496 14496 - INTRVN/PREV SUP COOR (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 146,665	0.00 0	0.00 0	0.00 0	0.00 0	1.00 146,665

18018 18018 - MM ACAD LNG CCH-DIFF	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	0.00	1,429	0.00	0	0.00	1,429
18020 18020 - MM ACAD LNG CCH-SEC (6 Hrs / 5 Days)	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	1.00	109,449	0.00	0	1.00	109,449
25665 25665 - IT SUPP TECH A-05 (8 Hrs / 5 Days)	<input type="checkbox"/>	1.00	102,983	0.00	0	0.00	0	0.00	0	0.00	0	1.00	102,983
26594 26594 - PRNT RSR LIASN C1T/7 (8 Hrs / 5 Days)	<input type="checkbox"/>	1.00	80,155	0.00	0	0.00	0	0.00	0	0.00	0	1.00	80,155
27785 27785 - COMMUNITY REP C (3 Hrs / 5 Days)	<input type="checkbox"/>	0.00	0	0.00	0	1.00	14,255	0.00	0	0.00	0	1.00	14,255
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	0.00	0	0.00	0	0.00	1,662	0.00	0	0.00	0	0.00	1,662
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
40261 PENDING DISTRIBUTION	<input type="checkbox"/>	0.00	78,605	0.00	3	0.00	3,208	0.00	1	0.00	0	0.00	81,817
Total		8.00	1,209,375	1.00	148,236	1.00	19,125	1.00	110,879	0.00	0	11.0 0	1,487,615

ATTACHMENTS

Attach the following materials

Submit with Plan:

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

Submit to Principal's Portal:

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

Submit via Email

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

Retain at the School:

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