

Santa Ana Unified School District
School Plan for Student Achievement
Summary
2018-19



Julia C. Lathrop Intermediate

Superintendent
Dr. Stefanie Phillips

Board of Education
Valerie Amezcua – Board President • Rigo Rodriguez, Ph.D. Vice – President
Alfonso Alvarez, Ed.D. – Clerk • John Palacio – Member •

**Julia C. Lathrop Intermediate
Vision Statement**

Lathrop Intermediate School will develop its students into technologically proficient, academically prepared citizens who positively contribute to their community and who will be poised to face the challenges presented to them in high school and beyond.

**Julia C. Lathrop Intermediate
Mission Statement**

Lathrop Intermediate School is dedicated to educational excellence. Through a rigorous, standards-based curriculum, students are able to construct the academic and 21st Century skills necessary for success in high school, college and career.

School Profile

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.2%	0.2%	0.10%	2	2	1
African American	0.2%	0.1%	%	2	1	
Asian	0.8%	1.0%	1.24%	8	10	12
Filipino	%	%	%			
Hispanic/Latino	98.1%	98.2%	98.45%	948	950	953
Pacific Islander	0.1%	%	%	1		
White	0.4%	0.3%	0.10%	4	3	1
Multiple/No Response	0.1%	%	%	1		
Total Enrollment:				966	967	968

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6	314	320	282
Grade 7	339	332	347
Grade 8	313	315	339
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment:	966	967	968

Student Achievement Goals

Goal 1 - School Climate and Vision - 62,839.64

LCAP Goal

Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.

School Goal:

Lathrop Intermediate School will provide students with a technology-focused, rigorous, standards-based curriculum, delivered through high-quality instruction, in a positive and supporting learning environment in order to help prepare students for high school, college and beyond.

All students will be provided with high quality instructional support in order to prepare them for high school, college, careers, and life. Counselors will deliver CCGI curriculum through lessons delivered once every 6 weeks in order to prepare all students to be college and career ready. Students who are ready to accelerate their learning will have access to Honors courses in their core subjects to allow them to raise their level of achievement in preparation for college and career. Lathrop's GATE Program will address the needs of GATE-identified students by applying the state-adopted approach of Depth and Complexity to enhance and make the core curriculum more challenging and complex in order to build higher level critical thinking skills and more purposeful communication, and Honors teachers will be provided with training in GATE strategies. Lathrop will continue to offer AVID courses in 7th and 8th grades, and extend the program to include 6th grade participation, to students who are in the academic middle with the desire to go to college and the willingness to work hard. Teachers will develop skills in implementing AVID by participation in trainings offered at the AVID Conference in order to effectively implement the curriculum.	8754.77
Lathrop leadership has been working toward building a strong unified vision that defines Spartans as resilient, tenacious, disciplined, and having a thirst for learning and self-improvement. By embracing these qualities, our goal is to provide students and staff with a clear sense of who we are and what we stand for.	10000.00
We recognize that students who can read and perform at grade level are much less likely to exhibit externalizing behaviors that disrupt learning across campus, and we are committed to transforming our school culture to value hard work and high expectations. We communicate our vision with students and their families with regular messaging via our Lathrop website, video and telephone broadcasts, letters, posters, presentations, brochures, and marketing materials. A regular video broadcast called the Lathrop Chronicles will be created by and for students to build school spirit, share information, and develop student agency. We are developing a CTE elective choice of Digital/Video Editing that will feed into the Design, Media, and Visual Arts pathways offered at several SAUSD high schools. Lathrop's ASB works to raise school spirit by providing a wide variety of activities for students throughout the year. All Lathrop teachers participate in committees that meet regularly to strengthen school culture and climate. These committees (Activities, College Prep, PBIS, Recognition, Safety, and Social) develop specific, measurable, achievable, relevant, and time-bound (SMART) goals that they work toward throughout the year. This work builds capacity among the teachers and holds all accountable to creating the environment needed to improve our students' achievement. Teachers have also been offered classroom management supports in the form of Tools for Teaching, an optional multi-week program intended to provide teachers with research-based strategies to improve classroom management as well as GoGuardian, a digital monitoring system that empowers teachers with classroom-specific tools that assist learning.	800.00
All students will be provided with a multi-tiered system of academic and behavioral supports to ensure a high level of achievement and well-being. Lathrop will continue student positive behavior recognition practices in order to engage students, improve academics, support increase of attendance rates, and decrease the rate of suspensions. We will work to achieve these outcomes by having staff participate in PBIS training and school-wide implementation of PBIS strategies in order to establish a climate in which appropriate behavior is the norm; we will continue consistent and targeted implementation of the Saturday WIN Program to promote attendance recovery; we will continue to provide socio-emotional support through school-based mental health services, expanded restorative practices support, and group and individual counseling provided by Phoenix House and Turning Point; and administration will work closely with counselors to identify student needs in order to provide them with appropriate counseling and/or academic support services provided on and off campus. Lathrop's Family and Community Liaison and classified support staff will provide parents with support to meet their children's needs, both on campus and within the community, including on-going parenting classes, trainings, resources, and support for parents in addressing social, emotional, and academic needs of students.	2550.00
	27105.00
	3629.87
	6000.00
Technological access and support will be provided for all students to assist them in developing the 21st century skills needed to be successful global citizens. Lathrop is committed to meeting this goal in the	4000.00

following ways: We will ensure effective 1:1 Chromebook implementation for all students by maintaining an ample supply of loaner devices and quick system of device repairs; our computer technician will provide maintenance and manage repairs as needed to ensure students' consistent access to Chromebooks and apps; he will maintain all systems, monitor students' internet usage, and regulate updates to hardware and software; we will continue extended hours in Library/Learning Center, including internet access Tuesday-Saturday until 6 p.m. and on Saturday mornings, from 8 a.m.-12 p.m.; and we will provide explicit instruction in effective use of integrated tools in order to optimize use of LMS, such as Canvas and Google Classroom, for all students and staff.

Total Expenditures	62,839.64
Grand Total	184,087.57

Goal 2 - English Language Arts - 29,254.77

LCAP Goal

Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.

School Goal:

Lathrop Intermediate School will provide equitable access to high quality reading instruction through standards-based reading in all content areas, supported by professional development to further develop students' ability to read grade-level text independently, to actively seek information needed to problem solve or complete a task, and to develop a love of reading.

All students will receive high quality reading instruction based on their reading proficiency and needs.	7000.00
Teachers use standards aligned district approved curriculum materials to provide appropriate Reading/Language Arts instruction based on the California Common Core Standards and district curriculum maps. The core English language arts classes will use the District's newly adopted StudySync curriculum, which engages students while advancing reading, writing, critical thinking, speaking and listening skills. All ELA teachers will participate in District-provided training to ensure a seamless transition to the StudySync curriculum. All students will participate in the SAUSD District Writing Assessment to determine their writing proficiency for accurate placement and appropriate instruction. Students who are functioning at 2 or more years below grade level in reading performance will receive an extra period of ELA support using the iLit curriculum, in addition to the Benchmark ELA curriculum course in order to help close the achievement gap. ELA teachers who teach the intervention classes will receive District-provided iLit training to ensure that the program is taught with fidelity. The Learning Center and the Engage 360 after-school program will provide continued ELA support. The Learning Center inventory will be augmented with a grade-level appropriate selection of high interest books to support and enhance student reading. In addition, the 8th grade book club will be provided with books to help develop their love for reading. All students will have access to the myOn digital library of grade-level appropriate enhanced reading content which provides students with digital access to texts to increase access to high-interest, high-quality reading materials at home and school.	10500.00
	11754.77

All teachers will participate in professional development workshops to support interpretation of MAP reading data in order to guide students in meeting their personal growth targets through strategic lesson planning. Administrators will conduct data chats with teachers as they analyze MAP data to guide future instruction. ELA teachers will guide students in determining their personal growth targets on MAP Reading Assessment and plan lessons accordingly to address student needs. Administration and teachers will communicate to parents how to read and interpret MAP scores with the goal for parents to understand what their students can do to improve and to provide them with additional support in reading at home.

Total Expenditures	29,254.77
Grand Total	184,087.57

Goal 3 - English Learner Progress - 11,754.77

LCAP Goal

Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.

School Goal:

Lathrop Intermediate School will provide the necessary academic support for English learners in advancing English language growth, as measured by ELPAC, in order to reach English proficiency, including the ability to competently read, write and speak standard English, using appropriate academic language, and meet reclassification requirements.

English Learner (EL) students in need of support beyond that offered in a strategic core placement class will be provided that assistance through metered placement into the district's ELA/ELD intensive intervention program. The ELA Support classes will implement the iLit Program to help address the reading gaps that exist with our English Learners. EL students who are newcomers to the United States (two years or less) take one period of English Language Development using the iLit Program as their core ELA curriculum. Lathrop's Newcomer EL Support class has been overlaid with Speech and Debate, giving students a chance to use their talents to compete in both English and Spanish, increasing proficiency in writing and speaking skills. English learners who are also identified as special needs are provided the option, should their Individual Educational Plans (IEP) call for it, of assistance through placement in a self contained Special Education class of 9-11 students reading at Primer and Pre-Primer levels to provide targeted intensive instruction using the iLit Program to meet these students' educational needs.

11754.77

Lathrop is committed to meeting the challenge of supporting English learner students in progressing with their English language acquisition and eventual re-classification to English fluency. With a large percentage of students identified as Long Term English Learners, or LTEL's (students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills), additional supports are in place to accelerate these students' English proficiency, such as reading intervention classes using the iLit Program. In addition, all science and social studies classes will be integrating the Achieve3000 differentiated reading intervention program into the core curriculum to target and reduce reading gaps.

Lathrop will continue to focus on data driven instruction and the use of research-based teaching methodologies to build student capacity and decrease gaps in learning. Teachers will be offered professional learning opportunities to include differentiation strategies to support EL students, integration of ELD standards into lessons, as well as understanding of language expectations for specific levels of English Learners. All teachers will know language proficiency level of their English Learner students and will integrate ELD standards with content standards in order to address their specific needs. Teachers will collaborate to effectively teach academic language. Administrators will conduct data chats with teachers as they analyze MAP data to guide future ELD instruction. Administrative and coaching walk-through observations with meaningful feedback provided during follow-up sessions will be conducted regularly to monitor the progress toward implementation of school-wide strategies and meeting our goals. EL students will be instructed in understanding ELPAC levels and the reclassification process, including the importance of reclassification prior to entering high school, in order to provide them with the tools they need to take responsibility for their own learning and growth. Additional supports include extended learning hours in the Library/Learning Center, including internet access Tuesday-Saturday until 6 p.m. and on Saturday mornings, from 8 a.m.-12 p.m., and the Engage 360 after-school program will provide continued ELD/ELA support. Lathrop will continue to create a culture focused on student achievement and active participation of all stakeholders in the ongoing success of our students.

Total Expenditures

11,754.77

Grand Total

184,087.57

Goal 4 - Math - 11,754.77

LCAP Goal

Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.

School Goal:

Lathrop Intermediate School will provide equitable access to high quality math instruction through standards-based math curriculum, supported

by technology and professional development in order to promote the application of Mathematical Practices, while instilling a growth mindset, to support Algebra readiness, leading to achievement of Algebra proficiency.

All students will receive high quality mathematics instruction based on their math proficiency and needs. Lathrop Intermediate School math teachers use standards-based texts, assessments, and curriculum maps effectively to maximize the allotted instructional time. All students have access to standards-based mathematics instruction through the recently adopted CPM curriculum that utilizes academic vocabulary to teach number sense, algebra and functions, measurement and geometry, statistics, data analysis and probability. Students are provided with an opportunity to work on problem-solving skills, to collaborate with peers and build strategies and skills to solve real-life problems in order to develop the perseverance needed to be successful in algebra, by building a growth mindset and applying the Mathematical Practices in solving problems. By promoting algebra readiness, the intended outcome is a higher rate of students passing Algebra I the first time they are enrolled. In addition to teaching concepts in general math, pre-algebra and algebra, math teachers also teach the appropriate content and academic vocabulary. Word walls and other strategies are recommended to teach the language of the discipline. All students receive the appropriate math curriculum and instruction so they may develop the necessary skills to become proficient in mathematics. Math teachers meet weekly to share best practices, collaborate on lesson plans, and design assessments. All math teachers are trained to use the CPM curriculum with fidelity. The Learning Center and the Engage 360 after-school program will provide continued math support. In addition, all students are provided with the opportunity to receive tutoring after school with their math teachers. 6th grade students who demonstrate a lack of proficiency in basic math skills are required to attend a 7th period at the end of the school day where they will receive intensive intervention until they demonstrate mastery.

11754.77

All teachers will participate in professional development workshops to support interpretation of MAP math data in order to guide students in meeting their personal growth targets through strategic lesson planning. Administrators will conduct data chats with teachers as they analyze MAP data to guide future instruction. Math teachers will guide students in determining their personal growth targets on MAP Math Assessment and plan lessons accordingly to address student needs. Administration and teachers will communicate to parents how to read and interpret MAP scores with the goal for parents to understand what their students can do to improve and to provide them with additional support in math at home.

Lathrop will provide students with enrichment opportunities to participate in fun and challenging mathematics experiences designed to broaden their understanding and interest in math and math-related subjects. These experiences will include participation in the UCI Math Program, which offers students weekly field trips to UCI where they practice critical and mathematical thinking skills while learning about college and STEM careers from experts; participation in the Santa Ana Math Club, which provides math related activities and projects in order to further develop Mathematical Practices and support the growth mindset; and participation in the district-wide Math Field Day, where grade-level teams compete in mental math, algebraic thinking, geometry, problem solving, and STEM activities.

Total Expenditures

11,754.77

Grand Total

184,087.57

Goal 5 - Content Area Goal: - 57,899.77

LCAP Goal

Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.

School Goal:

Lathrop Intermediate School will provide students with a technology-focused, rigorous, standards-based curriculum, delivered through high-quality instruction, both in core and elective programs, in order to provide them with a comprehensive, well-rounded educational foundation that will help ensure their success in high school, college, careers, and life.

All students in Science and Social Studies classes will have access to the Achieve3000 reading intervention program in order to eliminate gaps in learning and accelerate reading proficiency. Science and Social Studies teachers will participate in professional development to support faithful and effective

32002.00

implementation of the Achieve3000 program.

Students in all content areas will be provided with the materials they need to be successful. Students will have access to materials and supplies needed for the Next Generation science curriculum, which focuses on literacy and hands-on experiments and labs that prepare students for college and career. In addition, students will have the opportunity to participate in extra-curricular academic programs, such as the Ocean Institute Engineers Wanted! Water Quality and Conservation program. For social studies, students will have access to DBQ (Document-Based Question) Online, a digital resource that allows students to read and annotate documents, take notes, organize evidence, and write papers in an online environment, giving them the tools they need to develop their essay writing and critical thinking skills. All students will be provided with access to BrainPOP, a digital learning resource that covers hundreds of topics within Math, Science, Social Studies, English, Technology, Arts & Music, and Health, in order to actively engage students in learning both at home and at school. Teachers in all content areas will provide structured writing opportunities, including assessments to their students throughout the year.

4605.00
1125.00
1795.00
11754.77
2100.00

All teachers will provide structured writing opportunities, including assessments to their students throughout the year. Student writing will be scored by teachers and data will be shared through data chats during department meetings.

Lathrop Intermediate School is now in its sixth year implementing the STEM Program; the continued goal is to support the Project Lead the Way Program, which allows students to take courses such as Medical Detectives, Robotics, and Introduction to Computer Science to prepare them for participation in the STEM program, not only at Lathrop, but in preparation for high school STEM Pathways. Lathrop will maintain availability of Project Lead the Way (PLTW) courses and continue the STEM program in order to provide students with elective course options in computer science, engineering, and biomedical science designed to engage students in hands-on activities, projects, and problems; empower them to solve real-world challenges; and inspire them to reimagine how they see themselves. Staff will be given program information about the Engineering and Robotics pathway in order to support the development of the STEM program.

All curriculum and instructional improvement activities at Santa Ana Unified School District are aligned to the California Common Core State Standards (CCSS). Areas of focus for staff development are selected based upon student achievement data, LCAP goals, teacher input, CCSS, and professional development surveys. In addition to district-wide opportunities, after-school workshops, conference attendance and pull-out training sessions have been implemented at the school site, in conjunction with in-class coaching, teacher-principal meetings, and student data report analysis to support ongoing professional development at the school site. Lathrop teachers in all content areas will be provided with opportunities to participate in professional development in order to build their capacity to improve teaching and leadership with the goal of increasing student learning and achievement.

4000.00
518.00

Total Expenditures

57,899.77

Grand Total

184,087.57

Goal 6 - Parent Engagement - 10,583.85

LCAP Goal

Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

School Goal:

Lathrop Intermediate School will offer a variety of activities, such as meetings, workshops, and conferences in order to increase parent and community involvement, fostering a healthy, safe and secure learning environment supportive of students' success in school.

All staff members will provide a welcoming atmosphere, and treat parents, students, and community members with respect and dignity. Parents and family members will be provided with myriad ways to receive information and training to assist them in supporting their children's academic achievement as well as their physical and social-emotional health. Orientation meetings will be held to inform parents of expectations and procedures, encouraging them to support the school's academic programs. The Student-

800.00
500.00
9283.85

Parent-Teacher-Administrator Agreement will delineate each stakeholder's responsibilities to ensure success for all students. Newsletters, brochures and letters will be distributed and mailed in English and the home language to communicate with families and the community the school's programs, progress, and events. Lathrop's website will provide information on school programs, opportunities for parent involvement, and upcoming events. The Parent Link phone system will be used to notify families of events and will assist teachers in providing positive notifications to parents in home languages. Parent, student, and teacher conferences will be held in family's primary language to address student needs.

Administration will conduct MAP and other assessment data chats with parents to help them support student learning at home through a deeper understanding of students' assessment reports. In addition, a variety of workshops will be offered to parents and families, including the following: Aeries trainings for parents to become proficient at accessing the Aeries student information system so that they can be well-informed of their child's progress and attendance; interactive workshops on homework, study skills, questioning and organizing; monthly meetings providing information, strategies and resources to parents of Special Education students in order to support the specific needs of their children; computer training workshops to assist parents in better supporting their child's learning through the use of technology; interactive workshops on creating a home learning environment; the "Building Highly Capable Kids" workshop series for parents to learn skills and strategies to support their students; and a nutrition course provided by a Community Education Specialist from the Expanded Food & Nutrition Education Program (EFNEP) to teach parents how to integrate healthy eating habits and exercise into their daily routines. For students who are struggling to be successful in school, Student Success Team (SST) meetings may be held with parents, students, and school staff to choose best solutions for getting students on track. Counselors will work with students on time management skills to help alleviate tardies and will share with parents the strategies that they are teaching the students.

All parents are encouraged to take an active part in Lathrop activities, events, and decision-making processes. Parents will be invited to volunteer to assist as chaperones during school functions, such as dances and field trips. They will have the opportunity to volunteer on a regular basis to provide assistance during the regular school day, such as during lunch or other routine activities. In addition, parents are encouraged to take a leadership role in the school and participate in school decision making through School Site Council and/or the English Learner Advisory Committee. To develop their capacity to lead, parents may choose to participate in a leadership skills academy provided through a partnership with the Orange County Labor Federation.

Total Expenditures	10,583.85
Grand Total	184,087.57

Funding by Goal

Goal	Total Expenditures
Goal 1- School Climate	62,839.64
Goal 2 - English Language Arts	29,254.77
Goal 3 - English Learner Progress	11,754.77
Goal 4 - Math	11,754.77
Goal 5 - Content Area Goal	57,899.77
Goal 6 - Parent Engagement	10,583.85