

Los Angeles Unified School District
School Plan for Student Achievement

2020-2021

Implementation

GARDNER ST EL (1406801)



Superintendent
Austin Beutner

Board Members

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SCHOOL IDENTIFICATION

School Name: GARDNER ST EL (1406801)

Local District: W

CDS Code	County		District					School						
	1	9	6	4	7	3	3	6	0	1	7	2	2	2

For additional information on our school programs contact the following:

Principal: HOLLIS, KAREN E

E-mail address: kholli1@lausd.net

SPSA Designee: OUSTINOVSKAYA, LALI Position: ADVSR, CTEGORCL PGM

E-mail address: loustino@lausd.net

School Address: 7450 HAWTHORN AVE, LOS ANGELES, CA 90046

School Telephone Number: 3238764710

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.

AUTRI STREECK



07/07/2020

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	AUTRI STREECK <i>Typed Name</i>	☐	Revision Required	☒	Approved	07/07/2020 <i>Signed Date</i>
Local District EL Compliance Coordinator	ANN PRENTICE <i>Typed Name</i>	☐	Revision Required	☒	Meets Federal Requirements	☐ N/A 03/06/2020 <i>Signed Date</i>
Local District PACE Administrator	TRACI CALHOUN <i>Typed Name</i>	☐	Revision Required	☒	Meets Federal Requirements	☐ N/A 03/06/2020 <i>Signed Date</i>
Local District Title I Coordinator	SUSAN BAKER JAMERSON <i>Typed Name</i>	☐	Revision Required	☒	Meets Federal Requirements	☐ N/A 08/31/2020 <i>Signed Date</i>

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) ☐ ELAC has delegated authority to SSC ☐ Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/19/2020	Lesly Balsells

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:

03/02/2020

School plan approval appears in SSC Minutes.

Date

Attested:

Michelle Pollack

Typed name of SSC chairperson



E-Signature of
SSC chairperson

03/02/2020

Date

HOLLIS, KAREN E

Typed name of school principal



E-Signature of
School principal

03/04/2020

Date

2020-2021 FUNDING ALLOCATED TO THIS SCHOOL

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:**

Federal Programs

Elementary and Secondary Education Act:

	<u>Allocation:</u>	<u>Original</u>	<u>Second</u>	<u>Third</u>
☒ Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	115,444	0	
☒ Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	
☒ Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	1,764	0	
☒ Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	
☒ Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$	0	0	
Total amount of categorical funds allocated to this school: \$				117,208

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.

Local Educational Agency (LEA) Plan Goals

The LEA plan serves as the instructional plan for the District and is measured through the Performance Meter and aligned to the following academic goals:

Goal 1: English/Language Arts and Mathematics—Proficiency for All

- Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects
- Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics
- Implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

Goal 2: English Learners—Proficiency for All

- Increasing English Language Development through implementation of the California English Language Development Standards
- Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

- Structured English Immersion
- Mainstream English Instructional Program
- Dual Language Two-Way Immersion
- Transitional Bilingual Education Program
- Maintenance Bilingual Education Program
- Accelerated Learning Program for Long Term English Learner Program
- Secondary English Learner Newcomer Program

Using Title III funds to help ELs meet the State's annual measurable achievement objectives and build teacher capacity in meeting the academic and linguistic needs of students in the core subject areas including English Language Development

Meeting the District's expectation for ELs to advance in English language proficiency through Designated and Integrated English Language Development (ELD) and reclassify after five years of instruction

Promoting parent and family involvement in EL programs at the central, Local District, and school site level

Enhancing the quality of language instruction in the District's EL programs

Planning and developing the tools necessary to implement high-quality comprehensive professional development designed to improve the instruction and assessment of ELs

Supporting and monitoring the continued academic success of Reclassified Fluent English Proficient speakers (RFEPs)

Goal 3: All students will be taught by highly qualified teachers.

- Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)
- Providing effective professional development to teachers in Focus, Priority and Reward schools
- Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
- Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards
- Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)
- Regularly assessing the effectiveness of professional development delivered throughout the District
- Supporting professional needs of teachers of English Learners through Title III support coaches
- Using the research base to design professional development topics and implementation
- Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning

The California Department of Education no longer requires that this goal be addressed in the LEA plan

Goal 5: All Students will Graduate from High School—100% Graduation

- Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule
- Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

Offering differentiated, evidence-based instructional support and professional development that address the unique learning needs of the District's diverse learners, including at-risk students, and, as appropriate, provide interventions that respond to factors that may negatively impact student learning and achievement and impede their graduating from high school college-prepared and career-ready

2016-17 District Professional Development Priorities:

1. Implementation of the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development
2. Improve instruction through the implementation of the English Learner (EL) Master Plan
3. Use of the Teaching and Learning Framework Rubrics to improve teaching and learning across the district
4. Use of benchmark, progress monitoring, and diagnostic assessments (SBAC and district-developed interim assessments) to drive instruction and intervention in ELA, mathematics, science, history and ELD

District Core Program for All Students:

The District's core program is built on the California Standards in ELA, math and ELD, and in all other subjects, grounded in evidence-based pedagogy for effective instruction. In the 2016-2017 school year the District will continue full implementation of the California Standards in all grade levels. The District focus will revolve around the alignment of curriculum, instruction, and assessment ensuring successful outcomes for all students.

Curriculum focus-2016/2017

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

Instructional focus-2016/2017

- Use of close reading and quality text dependent questions to support students in reading and writing instruction.
 - Emphasis on the Standards for Mathematical Practices
- Stronger emphasis on the use of project-based learning and performance tasks to drive instruction.

Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
- Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
- Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
- Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.

Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

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

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

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

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

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

Gardner Street School will be a laboratory for learning and teaching where we:

- continuously engage in the process of learning and developing to our full potential
- take intellectual risks to apply best practices and learn from mistakes
- promote higher order thinking, social interaction, creativity and problem solving skills
- learn, work, and play in collaboration with others to develop 21st Century Skills
- deliver instruction that is research and standards based, differentiated, and data-driven
- ensure that art, music, creative expression, and physical education are integral parts of the educational experience
- maintain high expectations for ourselves and each other, and work hard to realize them every day
- act and interact in ways that simultaneously serve ourselves, each other, and the greater community

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?)

Gardner Street School is safe and caring learning environment where each learner's unique intellectual, creative, social, emotional and physical capacities are engaged to ensure success in school and beyond.

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/>

Gardner Street School is located at the base of the Hollywood Hills in Los Angeles, California just off Sunset Blvd. The neighborhood is comprised of single family homes, condos, affordable and luxury apartment buildings, and businesses. Until recently, there as been very little growth in the neighborhood, both residential and business. In the last few years, there has been an increase in the development of luxury apartment units. This has resulted in a decrease of our Title 1 student population from 60.64% two years ago to 54%. The percentage of English learners at Gardner Street School has decreased from 19% to 17%.

2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):

Gardner's campus is home to a State Pre-School and an elementary school serving students in grades TK – 5.

3. Indicate student enrollment figures:

State Pre-School: 37 students

TK - 5th Grade Elementary School: 372 students

4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):

54% Title I

5. Identify language, racial and ethnic make-up of the student body:

Ethnic makeup: 5.01% African American, 3.17% Asian, 22.16% Latino, 61.48% White with a significant number of these students being first and second generation immigrants from Eastern Europe and the Middle East.

Languages spoken: Russian, Spanish, Armenian, Ukrainian, Georgian, Uzbek, French, German, Kyrgyz, Tagalog, Arabic, Hebrew, Korean, Chinese, and more. Gardner has the largest elementary school population of students from Eastern Europe in LAUSD.

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:

When needed, written and verbal communication is provided to parents in their primary language from multilingual staff members.

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.

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

Other important characteristics of the school:

Gardner Street School is home to LAUSD's largest concentration of elementary school aged students whose first language is identified as Russian. This includes families who, in addition to speaking Russian, also speak at least one of the following languages: Korean, Georgian, Armenian, Uzbek, and Ukrainian.

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)
☒ School Site Council	SSC members analyzed data, reviewed existing SPSA, discussed what did and didn't work, brainstormed new strategies, reviewed ELAC and staff recommendations, developed SSA, and approved final draft of SPSA. The SSC reviewed student achievement data, Fountas & Pinnell reading assessments, DIBELS, and SBA data. To improve the academic outcomes of our 4th and 5th grade students, our SSC decided to use funds to hire an instructional aide to support 4th and 5th grade students that did not meet grade level expectations on Fountas & Pinnell, reading assessments, SBA ELA data, and DIBELS data.	11/06/2019, 01/22/2020, 03/02/2020
☒ English Learner Advisory Committee	ELAC analyzed English Learners' data, reviewed existing SPSA, made recommendations to SSC, and recommended final draft of SPSA for approval. These recommendations were provided to the SSC for the development of the SPSA: During and after school intervention Parent educational workshops with the focus on Math	12/04/2019, 01/22/2020, 02/19/2020
☒ Other: Certificated Staff	Grade level Teams analyzed SBAC, DIBELS, Fountas and Pinnell Assessments, CA Dashboard data, ELPAC, report card grades, identified areas of need for their specific grade-level, existing SPSA strategies and brainstormed new strategies to improve student outcomes. Based on data analysis teams made recommendations to SSC and site administrator. Certificated staff meet in vertical teams to discuss students' needs academic needs. To facilitate these conversations, time is allocated on Tuesday for certificated staff to meet in vertical teams. Peer observation time has also been established weekly for certificated staff to meet with colleagues to support effective classroom practice.	09/03/2019, 02/04/2020, 11/02/2019, 02/11/2020, 01/14/2020, 01/28/2020
☒ Other: Instructional Leadership Team-- Certificated	Our Instructional Leadership Teams, ILT, is made up grade level representatives, Sp. Ed. teacher, EL Coordinator, CPA, and Principal. The team analyzes data from SBAC, DIBELS, Fountas and Pinnell Assessments, CA Dashboard data, ELPAC, report card grades, to identify areas of need for all students. The ILT examines this data, brainstorms and implements strategies to improve students' outcomes. The information gathered from this groups informs instructional staff, SSC, and ELAC on recommendations to improve instructional outcomes for all student subgroups. Finally this groups supports the completion of our SPSA.	09/10/2019, 11/05/2019, 02/25/2020

**Los Angeles Unified School District
2020-2021 School Plan for Student Achievement**

100% GRADUATION AND BEYOND

LAUSD Goal: All students will graduate from high school. Indicate all data reviewed to address this Academic Goal:

- | | |
|-------------------------------------|---|
| ☐ | 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) |
| ☐ | Interim Comprehensive Assessment (ICA) |
| ☐ | Interim Assessment Blocks (IAB) |
| ☐ | School Experience Survey |
| ☐ | Publisher's Assessments |
| ☐ | Reading Inventory (RI) |
| ☐ | N/A |
| ☒ | Other: Fountals & Pinnell |
| ☐ | Other: Fountas and Pinnell Benchmark Assessment |

1. List key findings related to 100% Graduation 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

Smarter Balanced Summative Assessment Data-ELA

2017-2018 ELA

64% of All students grades 3-5 scored Met/Above Standard, an increase of 4% over the year before.
 48% of Hispanic students grades 3-5 Met/Above Standard, a decrease of 8% over the year before.
 12% of EL students grades 3-5 scored Met/Above Standard, a decrease of 2% from the year before.

2018-2019 ELA

64% of All students grades 3-5 scored Met/Above Standard, no change from the year before.
 55% of Hispanic students grades 3-5 Met/Above Standard, an increase of 7% over the year before.
 21% of EL students grades 3-5 scored Met/Above Standard, an increase of 9% from the year before.

3rd Grade Students

2017-2018 ELA

61% of All 3rd graders scored Met/Above Standard, a decrease of 3% over the year before.
 33% of Hispanic 3rd grade students Met/Above Standard, a decrease of 58% over the year before.
 0% of EL 3rd grade students scored Met/Above Standard, a decrease of 13% from the year before.

2018-2019 ELA

73% of All students grades 3-5 scored Met/Above Standard, an increase of 12% from the year before.
 59% of Hispanic students grades 3-5 Met/Above Standard, an increase of 26% over the year before.
 29% of EL students grades 3-5 scored Met/Above Standard, an increase of 29% from the year before.3rd Grade Students

4th Grade Students

2017-2018 ELA

73% of All 4th graders scored Met/Above Standard, an increase of 19% over the year before.
 77% of Hispanic 4th grade students Met/Above Standard, an increase of 41% over the year before.
 33% of EL 4th grade students scored Met/Above Standard, an increase of 13% from the year before.

2018-2019 ELA

54% of All 4th grade students scored Met/Above Standard, a decrease of 19% from the year before.
 38% of Hispanic 4th grade students Met/Above Standard, a decrease of 39% over the year before.
 13% of EL students in grade 4 scored Met/Above Standard, a decrease of 20% from the year before.

5th Grade Students

2017-2018 ELA

61% of All 5th graders scored Met/Above Standard, a decrease of 2% over the year before.
 38% of Hispanic 5th grade students Met/Above Standard, a decrease of 5% over the year before.
 0% of EL 5th grade students scored Met/Above Standard, no change from the year before.

2018-2019 ELA

68% of All 5th grade students scored Met/Above Standard, an increase of 7% from the year before.
 71% of Hispanic 5th grade students Met/Above Standard, an increase of 33% over the year before.

40% of EL students in grade 5 scored Met/Above Standard, an increase of 40% from the year before.

Fountas & Pinnell Literacy Benchmark Assessment Data

March 2019

All Students: 50% meet/exceed expectation (a decrease of 16% over the prior year), 31% approaching expectation, 19% below expectation

Kinder: 51% meet/exceed expectation (a decrease of 6% over the prior year), 43% approaching expectation, 5% below expectation

1st: 60% meet/exceed expectation (a decrease of 1% over the prior year), 17% approaching expectation, 23% below expectation

2nd: 76% meet/exceed expectation (a decrease of 2% over the prior year), 8% approaching expectation, 19% below expectation

3rd: 81% meet/exceed expectation (an increase of 17% from the prior year), 2% approaching expectation, 17% below expectation

4th: 46% meet/exceed expectation (a decrease of 29% over the prior year), 19% approaching expectation, 35% below expectation

5th: 81% meet/exceed expectation (an increase of 10% over the prior year), 8% approaching expectation, 21% below expectation

March 2020

All Students: 75% meet/exceed expectation (an increase of 25% over the prior year), 10% approaching expectation, 15% below expectation

Kinder: 86% meet/exceed expectation (a decrease of 35% over the prior year), 14% approaching expectation, 0% below expectation

1st: 62% meet/exceed expectation (an increase of 2% over the prior year), 14% approaching expectation, 24% below expectation (last year's k students)

2nd: 69% meet/exceed expectation (a decrease of 7% over the prior year), 11% approaching expectation, 20% below expectation (last year's 1st grade students)

3rd: 89% meet/exceed expectation (an increase of 8% from the prior year), 2% approaching expectation, 8% below expectation (last year's 2nd grade students)

4th: 83% meet/exceed expectation (an increase of 37% over the prior year), 8% approaching expectation, 10% below expectation (last year's 3rd grade student)

5th: 68% meet/exceed expectation (an increase of 13% over the prior year), 8% approaching expectation, 14% below expectation (last year's 4th grade students)

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

According to My Data, one area of need is our 4th grade students. Our 4th grade students decreased 19% from 73% on the 2017-2018 SBAC assessment to 54% on 2018-2019 SBAC assessment. Our Hispanic students decreased 39%, from 77% to 38%, and our ELs decreased 20%, from 33%-13%. Root causes related to these key findings are the need for additional professional development, the creation of additional grade level planning time, peer observations, and the strengthening of the administrative instructional monitoring and feedback system.

According to Fountas and Pinnell one area of need is our 5th grade students. Sixty-eight percent of the students meet grade level expectations on Fountas and Pinnell. Thirty-two percent of our 5th grade students are not meeting grade level literacy expectations. We believe that one root cause for this piece of data stems from the fact that only 46% of these students the previous year were meeting grade-level expectations in literacy based on Fountas and Pinnell. To address this issue, we have established pull-out literacy intervention for students in grade 4 and 5 during the instructional day.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Our School did not address the 100% graduation goal in 2019-2020.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

Our School did not address the 100% graduation goal in 2019-2020.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

We are not addressing this goal, because we'll be focusing on ELA, Math, ELD, and Parent and Family Engagement.

State the School's Measurable Objective(s) for 2020-21 ***Required if this Goal is addressed.**

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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

Focus Area: Lesson Planning, Data Analysis, and Professional Development*Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

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

Focus Area: Effective Classroom Instruction*Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

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

Focus Area: Interventions During and After the School Day and Other Supports*Academic : 100% Graduation*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

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

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal *Academic : 100% Graduation*
***Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible

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
2020-2021 School Plan for Student Achievement**

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:

☐	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)
☐	Interim Comprehensive Assessment (ICA)
☐	Interim Assessment Blocks (IAB)
☐	School Experience Survey
☐	Publisher's Assessments
☐	Reading Inventory (RI)
☐	N/A
☒	Other: Fountas & Pinnell

1. List key findings related to 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

Smarter Balanced Summative Assessment Data -ELA

*Hispanic student data is isolated because they have historically represented our lowest subgroup.

2017-2018 ELA

64% of All students grades 3-5 scored Met/Above Standard, an increase of 4% over the year before.

48% of Hispanic students grades 3-5 Met/Above Standard, a decrease of 8% over the year before.

12% of EL students grades 3-5 scored Met/Above Standard, a decrease of 2% from the year before.

2018-2019 ELA

64% of All students grades 3-5 scored Met/Above Standard, no change from the year before.

55% of Hispanic students grades 3-5 Met/Above Standard, an increase of 7% over the year before.

21% of EL students grades 3-5 scored Met/Above Standard, an increase of 9% from the year before.

3rd Grade Students

2017-2018 ELA

61% of All 3rd graders scored Met/Above Standard, a decrease of 3% over the year before.

33% of Hispanic 3rd grade students Met/Above Standard, a decrease of 58% over the year before.

0% of EL 3rd grade students scored Met/Above Standard, a decrease of 13% from the year before.

According the CA Dashboard, our students scored 24 points above standard in ELA. This is a decline of 8.4 points which places ALL students in green status.

Our English learners performed 12.6 points below standard, which is a decline of 17.5 points. This places them in orange status.

Our socioeconomically disadvantaged students scored 2.3 points of above standard, They declined 16.5 points which places them in yellow status.

Our Hispanic students performed 13.2 points above standard. They increased 6.4 points which places them in green status.

Our white student performed 28.8 points above standard. They declined 14.5 points which places them in green status

2018-2019 ELA

73% of All students grades 3-5 scored Met/Above Standard, an increase of 12% from the year before.

59% of Hispanic students grades 3-5 Met/Above Standard, an increase of 26% over the year before.

29% of EL students grades 3-5 scored Met/Above Standard, an increase of 29% from the year before.3rd Grade Students

4th Grade Students

2017-2018 ELA

73% of All 4th graders scored Met/Above Standard, an increase of 19% over the year before.

77% of Hispanic 4th grade students Met/Above Standard, an increase of 41% over the year before.

33% of EL 4th grade students scored Met/Above Standard, an increase of 13% from the year before.

2018-2019 ELA

54% of All 4th grade students scored Met/Above Standard, a decrease of 19% from the year before.

38% of Hispanic 4th grade students Met/Above Standard, a decrease of 39% over the year before.

13% of EL students in grade 4 scored Met/Above Standard, a decrease of 20% from the year before.

5th Grade Students

2017-2018 ELA

61% of All 5th graders scored Met/Above Standard, a decrease of 2% over the year before.
 38% of Hispanic 5th grade students Met/Above Standard, a decrease of 5% over the year before.
 0% of EL 5th grade students scored Met/Above Standard, no change from the year before.

2018-2019 ELA

68% of All 5th grade students scored Met/Above Standard, an increase of 7% from the year before.
 71% of Hispanic 5th grade students Met/Above Standard, an increase of 33% over the year before.
 40% of EL students in grade 5 scored Met/Above Standard, an increase of 40% from the year before.

Fountas & Pinnell Literacy Assessment

March 2019

All Students: 50% meet/exceed expectation (a decrease of 16% over the prior year), 31% approaching expectation, 19% below expectation
 Kinder: 51% meet/exceed expectation (a decrease of 6% over the prior year), 43% approaching expectation, 5% below expectation
 1st: 60% meet/exceed expectation (a decrease of 1% over the prior year), 17% approaching expectation, 23% below expectation
 2nd: 76% meet/exceed expectation (a decrease of 2% over the prior year), 8% approaching expectation, 19% below expectation
 3rd: 81% meet/exceed expectation (an increase of 17% from the prior year), 2% approaching expectation, 17% below expectation
 4th: 46% meet/exceed expectation (a decrease of 29% over the prior year), 19% approaching expectation, 35% below expectation
 5th: 81% meet/exceed expectation (an increase of 10% over the prior year), 8% approaching expectation, 21% below expectation

March 2020

All Students: 75% meet/exceed expectation (an increase of 25% over the prior year), 10% approaching expectation, 15% below expectation
 Kinder: 86% meet/exceed expectation (a decrease of 35% over the prior year), 14% approaching expectation, 0% below expectation
 1st: 62% meet/exceed expectation (an increase of 2% over the prior year), 14% approaching expectation, 24% below expectation (last year's k students)
 2nd: 69% meet/exceed expectation (a decrease of 7% over the prior year), 11% approaching expectation, 20% below expectation (last year's 1st grade students)
 3rd: 89% meet/exceed expectation (an increase of 8% from the prior year), 2% approaching expectation, 8% below expectation (last year's 2nd grade students)
 4th: 83% meet/exceed expectation (an increase of 37% over the prior year), 8% approaching expectation, 10% below expectation (last year's 3rd grade student)
 5th: 68% meet/exceed expectation (an increase of 13% over the prior year), 8% approaching expectation, 14% below expectation (last year's 4th grade students)

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

According to SBAC, CA Dashboard, and Fountas & Pinnell data, root causes related to these key findings are the need for targeted professional development with respect to specific SBA claims and targets, the creation of additional grade level planning time, peer observations, more consistent progress monitoring, and the strengthening of the administrative instructional monitoring and feedback system.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

Gardner Street School instructional staff will utilize Classroom Profile Worksheet, which we implemented at the beginning of the 2019-2020 school year to identify students' academic needs. Teachers will continue to work collaboratively in grade level and vertical teams to analyze student data to inform future instruction. Gardner Street School staff will participate weekly in peer observation to share best practices within grade level and vertical teams. We will implement differentiated professional development based on teachers' professional development needs. The site administrator will strengthen instructional observation monitoring & feedback systems by creating and publicizing the observation schedule and conferring with administrative and certificated colleagues on most effective feedback tools.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. ***Required**

State the School's Measurable Objective(s) for 2020-21 ***Required if this Goal is addressed.**

In order to improve our English learners' outcomes in grades 3-5 from orange to yellow on the ELA CA Dashboard, for the 2020-21 school year, we will increase the average distance from standard by 5 points from 12.6 to 17.6.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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

Focus Area:**Lesson Planning, Data Analysis, and Professional Development***Academic : English Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Working in collaboration, the principal and Instructional Leadership Team, the Categorical Program Advisor (CPA) (\$70,638) and expert teachers will provide professional development to teachers during weekly grade level meetings, weekly professional development banked time Tuesdays (waiver in place to extend to all 38 Tuesdays), and monthly vertical team meetings, and weekly peer observations in a variety of strategies including: • Planning standards based reading and writing workshop lessons that include: explicit modeling, clear instructional objectives, use of exemplars, an understanding of the architecture of the mini-lesson, conferring to differentiate, providing students with voice and choice, use of graphic organizers, organizing for cooperative learning, engaging students actively, and teaching students to be independent; • Planning word study, phonics, vocabulary and spelling lessons based on Words Their Way; • Planning standards based lessons in fluency, phonemic awareness, phonemic segmentation, and blending strategies for CVC and multi-syllabic words; • Developing and analyzing on-demand writing assessment data before and after units of study in writing; • Developing and analyzing leveled reading assessment data; • Analyzing DIBELS assessment data. • Calibrating the scoring of grade-level designed, school selected, and district assessments to increase grading consistency among teachers; • Analyzing DIBELS, SBAC, and other district/school created assessments to guide instructional planning in reading and writing; • Utilizing the Supports for English Language Learners tool in Reading and Writing which is aligned with the units of study and provides strategies to support English Learners during small group instruction or integrated ELD. The Support lessons are aligned with the new California ELD Standards.	08/18/2020 06/10/2021	Principal will collect and review meeting agendas, meeting notes, and deliverables (daily lesson plans, units of study, assessments, and assessment data) to gauge the effectiveness of grade level and vertical team meetings and provide actionable feedback. Principal will conduct weekly classroom observations focused on the implementation of professional development and provide teachers with actionable feedback. CPA will ensure classroom teachers administer assessments, including frequent progress monitoring for students below proficient. Data will be shared with teachers, the principal, ILT, and classroom teachers.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	30400856	N/A	117360	69,682	1.00	100
CE-ESSA T1 Schools (7S046)		30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,024		100
CE-ESSA T1 Schools (7S046)		30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,421	0.00	100

Focus Area:**Effective Classroom Instruction***Academic : English Language Arts*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will utilize a variety of strategies including: - Implementing the reading and writing workshop approach to teaching reading and writing with lessons that include: explicit modeling, mini-lessons with clear instructional objectives, exemplars and mentor texts, one-to-one and small group reading/writing conferences to differentiate instruction, author's craft, graphic organizers, cooperative learning, and active engagement of students; - Leading guided, shared, and interactive reading lessons that explicitly teach phonemic awareness, phonics, fluency, vocabulary, and text comprehension; - Implementing Words Their Way, a method of word study for phonics, vocabulary and spelling instruction using the supplemental instructional materials.		Principal will conduct weekly classroom observations focused on teachers' implementation of reading and writing workshop and provide teachers with actionable feedback. Principal will conduct weekly classroom observations focused on the utilization of teaching assistants to support purposeful groupings and provide actionable feedback.
10 days of Coordinator X Non-Tutor Time (\$5,073) CPA will organize instructional materials, provide translation services, catalog equipment to support instructional program, order and organize materials, and collect data, keep intervention records, and monitor student progress through data entry to support implementation of programs, instructional practices, and student achievement.	08/10/2020 06/18/2021	Principal will monitor CPA activities paid with Coordinator X Non-Tutor time.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	5,073		100
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	761	0.00	100

Focus Area:	Interventions During and After the School Day and Other Supports	<i>Academic : English Language Arts</i>
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Gardner Street School instructional staff will implement a pull-out, targeted literacy intervention for students in grades 3-5. After school intervention will be provided for students in grades 2 -4 to support students' mastery of literacy skills. Additionally, instructional aide support will be placed in classroom to provide instructional support based on students' needs. These classified staff members will provide small group instructional support under the supervision of the classroom teacher.	08/18/2020 06/10/2021 New	Site administrative and CPA will monitor students' progress during intervention. The Principal and CPA will analyze and review data from Fountas & Pinnell, DIBELS, IABs, and SBAC with instructional staff to determine effectiveness of our intervention programs. Review and analysis of the aforementioned data sources will also be used to determine future, tiered intervention programs.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	20750 - INSTRL AIDE I C 1T (3 Hrs / 5 Days)	30459571	N/A	20750	10,435	1.00	100

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	20750 - INSTRL AIDE I C 1T (3 Hrs / 5 Days)	30462726	N/A	20750	10,435	1.00	100
CE-ESSA T1 Schools (7S046)	1000	20750 - INSTRL AIDE I C 1T (3 Hrs / 5 Days)	30462727	N/A	20750	10,435	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	13,528		100
CE-ESSA T1 Schools (7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	106	0.00	100

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal*Academic : English Language Arts****Required if any Focus Area above is addressed.**

Strategies								
Strategies, Actions and Tasks			Action Begin & End Date Status		Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
Working in collaboration with the principal, Instructional Leadership Team, and the PTO, the Categorical Program Advisor (CPA) will oversee the implementation of parent education workshops provided by expert teachers, designed to build parents' capacity for helping their children develop literacy skills. Workshop topics will include: • An overview of a balanced literacy program and the reading and writing workshop approach to literacy instruction; • The importance of reading aloud to children at home; • Ways parents can assist children with reading and writing homework; • How parents can leverage reading levels to assist children with accessing appropriate reading materials outside of school; • Understanding the Smarter Balanced Assessment – ELA.			08/18/2020 06/10/2021		The CPA will ensure the completion of an evaluation for each workshop that gauges participants' knowledge of the topics before and after the workshop to determine workshop effectiveness. Evaluations will be reviewed by the principal and CPA. The principal and CPA will analyze School Experience Survey data by Parents & Student to gauge the degree to which parents feel the school offers parent workshops.			
Grade-level teams provide home study folders with instructional tasks to support classroom instruction. Parents are provided with directions for assisting their students with the optional, home study tasks			08/18/2020 06/16/2021		Instructional staff will review the effectiveness of this strategy by monitoring students' completion of home study tasks and its impact their academic growth as measured in SBA, Fountas & Pinnell, and DIBELS.			

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
2020-2021 School Plan for Student Achievement**

ACADEMIC GOAL — MATHEMATICS

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Academic Goal:

- | | |
|-------------------------------------|---|
| ☐ | 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) |
| ☐ | Interim Comprehensive Assessment (ICA) |
| ☐ | Interim Assessment Blocks (IAB) |
| ☐ | School Experience Survey |
| ☐ | Publisher's Assessments |
| ☐ | Reading Inventory (RI) |
| ☐ | N/A |

1. List key findings related to 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

Smarter Balanced Summative Assessment Data-MATH

*Hispanic student data is isolated because they have historically represented our lowest performing subgroup.

All Students 3rd-5th grades

2017-2018

54% of All students grades 3-5 scored Met/Above Standard, a decrease of 1% over the year before.

45% of Hispanic students grades 3-5 scored Met/Above Standard, an increase of 3% from the year before.

29% of EL students grades 3-5 scored Met/Above Standard, an increase % over the year before.

2018-2019

52% of All students grades 3-5 scored Met/Above Standard, a decrease of 2% over the year before.

45% of Hispanic students grades 3-5 scored Met/Above Standard, no change from the year before.

19% of EL students grades 3-5 scored Met/Above Standard, a decrease of 10% over the year before.

3rd Grade Students

2017-2018 Math

64% of All 3rd grades scored Met/Above the Standard, a decrease of 4% over the year before.

47% of Hispanic 3rd grades scored Met/Above the Standard, a decrease of 44% over the year before.

31% of EL 3rd graders scored Met/Above Standard, a decrease of 14% from the year before.

2018-2019

75% of All 3rd grades scored Met/Above the Standard, an increase of 11% over the year before.

53% of Hispanic 3rd grades scored Met/Above the Standard, an increase of 6% over the year before.

25% of EL 3rd graders scored Met/Above Standard, a decrease of 6% from the year before.

4th Grade Students

2017-2018 Math

67% of All 4th graders scored Met/Above the Standard, an increase of 22% from the year before.

85% of Hispanic 4th graders scored Met/Above Standard, an increase of 64% over the year before.

44% of EL students in grade 4 scored Met/Above Standard, an increase of 34% over the year before.

2018-2019

38% of All 4th graders scored Met/Above the Standard, a decrease of 29% from the year before.

31% of Hispanic 4th graders scored Met/Above Standard, a decrease of 54% over the year before.

12% of EL students in grade 4 scored Met/Above Standard, a decrease of 32% over the year before.

5th Grade Students

2017-2018 Math

30% of All 5th graders scored Met/Above the Standard, a decrease of 21% over the year before.

13% of Hispanic 5th graders scored Met/Above Standard, no change from the year before.
0% of EL students in grade 5 scored Met/Above Standard, no change from the year before.

2018-2019

46% of All 5th graders scored Met/Above the Standard, an increase of 16% over the year before.
50% of Hispanic 5th graders scored Met/Above Standard, an increase of 37% from the year before.
33% of EL students in grade 5 scored Met/Above Standard, an increase of 33% from the year before.

According to CA Dashboard, our overall student data indicates that we scored 6.5 points above standard. This is an increase of 4.8 points from the previous year.

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

According to CA Dashboard and SBA results, Gardner Street staff determined that additional professional development in math instruction is needed. To provide differentiated professional development, Gardner Street instructional staff engage in weekly grade-level planning peer observations. To support instructional cohesion throughout the school, we will be adopting Eureka Math for the 2020-2021 school year and teachers will be provided professional development during their summer recess and throughout the school year.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Two out of three objectives were met. The measurable objective for our 3rd grade students and 5th grade students were met. Our 3rd grade students meeting and/or exceeding standards on SBA increased from 64% to 75%. Our 5th grade students meeting and/or exceeding standard on SBA increased from 30% to 46%.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

We did not meet one of three of our measurable objectives. Our overall student achievement on SBA indicated a 2% decrease from 54% to 52% rather than the 4% increase that we we projected. Gardner Street School instructional staff will utilize Classroom Profile Worksheet, which we implemented at the beginning of the 2020-2021 school year to identify students' academic needs. Teachers will continue to work collaboratively in grade level and vertical teams to analyze student data to inform future instruction. Teachers will examine data of specific math claims and targets on the SBA assessment. Gardner Street School staff will participate weekly in peer observation to share best practices within grade level and vertical teams. We will implement differentiated professional development based on teachers' professional development needs. The site administrator will strengthen instructional observation monitoring & feedback systems by creating and publicizing the observation schedule and conferring with administrative and certificated colleagues on most effective feedback tools. Gardner Street School instructional staff will engage in summer professional development on the newly adopted, Eureka Math curriculum. Professional development will be provided through the school year as well.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

State the School's Measurable Objective(s) for 2020-21 *Required if this Goal is addressed.

The percentage of students in grades 3-5 meeting and/or exceeding the standards in math on the SBAC assessment will increase by a minimum of 3%, from 52% to 55% for the 2020-2021 school year.

The percentage of Hispanic students in grades 3-5 meeting and/or exceeding the standards in math on the SBAC assessment will increase by a minimum of 3%, from 45% to 48% for the 2020-2021 school year.

The percentage of English learners in grades 3-5 meeting and/or exceeding the standards in math on the SBAC assessment will increase by a minimum of 3%, from 19% to 22% for the 2020-2021 school year.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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

Focus Area:**Lesson Planning, Data Analysis, and Professional Development***Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
TK-5th grade teachers will meet in weekly grade level meetings to analyze math fluency data, math assessments, SBAC data, IAB data to determine and plan next steps for instruction. Teachers will work collaboratively to construct lessons, analyze student work, and reflect on instructional practices. Gardner Street School instructional staff will utilize Classroom Profile Worksheet, which we implemented at the beginning of the 2019-2020 school year to identify students' academic needs. Teachers will continue to work collaboratively in grade level and vertical teams to analyze student data to inform future instruction. Teachers will examine data of specific math claims and targets on the SBA assessment. Gardner Street School staff will participate weekly in peer observation to share best practices within grade level and vertical teams. The site administrator will strengthen instructional observation monitoring & feedback systems by creating and publicizing the observation schedule and conferring with administrative and certificated colleagues on most effective feedback tools.	08/18/2020 06/10/2021	Principal, CPA/TSP Adviser will monitor math data (SBAC data, IAB data, math assessments, math fluency data) to determine effectiveness.
Gardner Street ES administrative team will provide differentiated professional development based on teachers' professional development needs to deepen the knowledge of grade TK-5 teachers on the implementation of the California Common Core State Standards, their understanding of the progressions of state standards in Mathematics and Cognitively Guided Instruction (CGI) Math. The PD is built on the integration of the CCSS, CGI Math, and targeted instruction for subgroups as determined by the analysis of data. The primary focus of PD continues to be focused on effective first instruction using the CCSS and CGI as the foundation for both instruction and intervention. Teachers work collaboratively to construct instructional lessons, analyze student work, and reflect on instructional practices. Gardner Street teachers will work with a district approved math consultant to incorporate Cognitively Guided Instruction strategies to their math practice. Gardner Street School instructional staff will engage in summer professional development on the newly adopted, Eureka Math curriculum. Professional development will be provided through the school year as well. Teachers will implement these strategies with their students and track student progress.	08/18/2020 06/10/2021	Principal and the categorical Programs Adviser (CPA)/Target Student Population (TSP) will monitor the quality of instruction through formal and informal observations and will provide actionable feedback to teachers.
Principal, CPA/TSP Adviser, English Language Development Coordinator will monitor progress of at-risk students and English Learners in mathematics in grades TK-5th through curriculum-based measures and works directly with individual teachers to provide appropriate instruction and pull-out and push-in intervention. Performance tasks are tracked for individual students and shared with classroom teachers to shape instruction. Additionally, teachers of English learners will incorporate MMED's instructional protocols: Three Reads, Math Interview, and Math Summit in Integrated math lessons.	08/18/2020 06/10/2021	Principal, the CPA/TSP Adviser, and EL Coordinator will monitor math data (SBAC data, IAB data, math fluency data, and teacher created materials).
Gardner Street School teachers that engaged in year-long professional development with the UCLA Math Project-Center X will provide professional development to colleagues to help improve our students' outcomes in math as measured on SBA.	08/18/2020 06/10/2021 New	Principal, CPA and UCLA Math Project teachers will monitor instruction and math data.

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

Academic : Mathematics

Focus Area:**Effective Classroom Instruction**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Principal and CPA/TSP Adviser provide the following PD: on problem solving, Cognitively Guided Instruction (CGI) math *on how to develop students' number fluency and algebraic reasoning skills (e.g. How Many Ways, What Do You Notice/What Do You Wonder?, True/False Number Sentences,, How Many Ways, etc.)* How to utilize My Data to identify students at risk* Model lessons for individual classrooms* participate in observations, demonstration lessons and lesson study to increase student achievement and reduce the achievement gap. participate in grade level collaboration in which teachers analyze common core standards, CGI math, lessons, student work, SBAC data, IAB data, math fluency and performance tasks to identify areas of support* Meets with ILT team.		Progress monitoring of student work, IAB data, SBAC results, student work samples will be monitored by Principal, CPA/TSP Adviser, ILT, Grade Level Teams.
Teachers will utilize iPads, computers, projectors, newly acquired Chromebooks from an approved Board Member grant, and accessories (speakers, headphones) in the classroom to enhance instruction in mathematics.		SBAC and IAB data will be used to monitor effectiveness of these strategies. Principal, CPA/TSP Adviser and ILT members will monitor and provide support to instructional staff to ensure that these strategies are implemented with fidelity.
Instructional support will be provided to teaching staff from UCLA Math Project experts and school funded, district approved CGI expert. Our EL Designee will support all classroom teachers in incorporating the MMED math protocols: Three Reads, Math Interviews, and Math Summit into their daily lessons. Site administrator and CPA/TSA coordinator and ILT will utilize the MMED math classroom observation tool when when visiting classrooms. Feedback from this tool will be provided to teachers to hone and strengthen their math instruction and students' outcomes.		Progress monitoring of student work, IAB data, SBAC results, student work samples will be monitored by Principal, CPA/TSP Adviser, ILT, Grade Level Teams and LD District West support staff, and UCLA Math Project and CGI experts will assist school staff in identifying instructional strengths and gaps to strengthen the teaching practice of our instructional staff.

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

Focus Area:**Interventions During and After the School Day and Other Supports***Academic : Mathematics*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Teachers will provide good first instruction in mathematics and daily math fluency practice. Teachers will incorporate MMEDs Math Protocols, Three Reads, Math Interviews, and Math Summit during integrated math lessons. Students identified as at-risk in all grades will be provided targeted math intervention through push-in and pull-out. Principal and CPA/TSP Adviser will organize, coordinate, and conduct SSPT's and SSPT follow-up meetings through MiSiS.		Principal and CPA/TSP Adviser will monitor Interim Assessment data as well as SBAC data.
Budget		

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

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal

Academic : Mathematics

***Required if any Focus Area above is addressed.**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Principal, CPA/TSP Adviser, and ILT members will provide parent workshops in mathematics. These workshops are focused on parental support of students learning: understanding SBAC testing* Understanding CGI math (that children have intuitive strategies to solve problems that follows a continuum of strategies (viz.,direct modeling, counting, invented algorithms and derived facts, standard algorithm).* Parent Workshops on how to use resources posted by teachers on Schoology * Creating a Math-Friendly home environment* Understanding the math practices* Math resources available online. Parent/Teacher Conferences are scheduled at the end of each grading period to update parents on the progress of their children in mathematics and to give strategies which parents can use to help their child's progress. strategies may include: card games and questioning around math reasoning. Coffee with the principal meetings are held to share school data (SBAC, interim Assessment, etc.), and instructional practices with parents* to provide training on how to support their children at home to increase academic progress in math.		Principal and CPA/TSP Adviser will provide workshop evaluations for parents to fill out.

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
2020-2021 School Plan for Student Achievement**

**ACADEMIC GOAL — ENGLISH LEARNER PROGRAMS
Designated English Language Development (ELD)**

LAUSD Goal: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. Indicate all data reviewed to address this Academic Goal:

- | | |
|-------------------------------------|---|
| ☐ | 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) |
| ☐ | Interim Comprehensive Assessment (ICA) |
| ☐ | Interim Assessment Blocks (IAB) |
| ☐ | School Experience Survey |
| ☐ | Publisher's Assessments |
| ☐ | Reading Inventory (RI) |
| ☐ | N/A |

1. List key findings related to 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

Smarter Balanced Summative Assessment Data -ELA

All Students 3-5 grades

2017-2018 ELA

64% of All students grades 3-5 scored Met/Above Standard, an increase of 4% over the year before.

12% of EL students grades 3-5 scored Met/Above Standard, a decrease of 2% from the year before.

2018-2019 ELA

64% of All students grades 3-5 scored Met/Above Standard, no change from the year before.

21% of EL students grades 3-5 scored Met/Above Standard, an increase of 9% from the year before.

According to RRMR Gardner has met LAUSD reclassification rates for last three years.

According to the 2019 CA Dashboard, English Learners are 24 point above standard in ELA, however declined 8.4 points from the prior year placing them in "orange". In Math English Learners are 6.5 points above standard, an increase of 4.8 points from the prior year placing them in "green".

According to the CA Dashboard 67.4% of English learners are making progress towards English Language proficiency which places them in a higher progress level status.

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

Teachers need to receive additional PD around Designated ELD during banked Tuesdays. They also need to utilize peer observation opportunities on a monthly basis. This will help to increase teacher capacity when teaching Designated ELD.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Targeted Professional Development for teachers around strategies designed to help students in problem areas identified through student profile sheets and ongoing data analysis helped to increase the percentage of students in grades 3-5 score Met/Above Standard. EL Designee provided demonstration lessons in the classrooms of English Learners on best practices for Designated ELD instruction.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

State the School's Measurable Objective(s) for 2020-21 *Required

The English Learner subgroup will increase the average distance from the standard on the ELA SBAC by 3 points from -12.6 to -9.6 points to make improvements towards moving from orange to yellow status on the 2020-21 CA Dashboard.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

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.

Focus Area:	Lesson Planning, Data Analysis, and Professional Development	Academic : English Learner Programs
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To support the achievement of English Language Learners and accelerate language acquisition, teachers and teacher assistants will participate in professional development during and beyond the regular assignment to promote English language development and improved academic achievement: • Designated ELD • Strategies for promoting discussion including Conversation Norms for dELD • Procedures for student-to-student feedback such as Constructive Conversation Skills • CA ELD Standards • ELPAC task type practice during dELD • Professional Learning Community (PLC) study including: Readers/Writers Workshop, Cognitively Guided Instruction, Language Acquisition, and Culturally Relevant and Responsive Pedagogy.	08/18/2020 06/18/2021	• At least twice monthly, the principal will conduct classroom observations focused on the implementation of the Master Plan and professional development. • Principal will participate in and monitor grade level team meetings, review grade level team work products, and meet with grade level based Instructional Leadership Team members to analyze data from sources including, but not limited to: ELPAC, DIBELS, and SBAC
Gardner Street School staff will provide support for Newcomer EL students. These students will participate in pull-out, small group intervention as needed in addition to their Designated ELD instructional block.	08/18/2020 06/10/2021 New	CPA will provide instructional support for English learners that are Newcomers.
The EL Designee/principal will facilitate monthly grade-level meetings. Teachers will be provided with opportunities to collaborate and plan designated and integrated ELD lessons during and beyond their regular assignment. During grade level meetings, teachers will: • Analyze student writing and reading journals to make informed, differentiated decisions about instruction • Identify students that are at risk of not meeting benchmark as measured by DIBELS and Fountas and Pinnell Leveled Literacy Assessment, and On-Demand Assessments in reading and writing to make informed, differentiated decisions about instruction • Reflect on instructional practices to make informed, differentiated decisions about instruction	08/18/2020 06/10/2021 New	Principal, EL Designee, CPA will monitor the progress of English learners through scheduled classroom observations, peer observation, and data chats with grade-level teams.

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

Focus Area:	Effective Classroom Instruction	Academic : English Learner Programs
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Strategies

Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			

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

Focus Area:

Interventions During and After the School Day and Other Supports

Academic : English Learner Programs

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			

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

Focus Area:

Building Parent Capacity and Partnership to Support the Academic Goal ***Required**

Academic : English Learner Programs

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
- Principal/EL Designee and teachers will develop and offer parent workshops during and after the workday designed to build parent capacity and provide parents with strategies and tools for increasing ELL achievement. - Working with the principal/EL Designee, expert teachers will build parent capacity and partnership by providing parents with strategies for working with students in all aspects of literacy and our key instructional methodologies of reading and writing workshop and integrated/designated ELD, along with the reclassification process, master plan instructional programs and the California ELD Standards.						- Community Rep will do out reach for workshops conducted by teachers, coordinators and principal. - Workshop survey-results will be reviewed by principal for targeted improvement. Administration will insure website communication.			

Budget								
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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
2020-2021 School Plan for Student Achievement**

PARENT, COMMUNITY, AND STUDENT ENGAGEMENT

All sections are required.

LAUSD Goal: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics. Indicate all data reviewed to address this Parent And Community Goal:	
☐	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)
☐	Interim Comprehensive Assessment (ICA)
☐	Interim Assessment Blocks (IAB)
☒	School Experience Survey
☐	Publisher's Assessments
☐	Reading Inventory (RI)
☐	N/A

1. List key findings related to parent, community, and student engagement 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 School Experience Survey (Positive School Climate) data from 2019-2020 indicates:

- 95% responded to the survey, a decrease of 1% from the year before.
- 80% respondents feel their teachers work hard to help them with their schoolwork when they need it, a decrease of 7% from the year before.
- 88% of respondents feel teachers give students a chance to take part in classroom discussions or activities, an increase of 4% from the prior year.
- 81% of respondents feel the school helps all students be successful in school, a decrease of 10% from the year before.
- 77% of respondents feel teachers go out of their way to help students students, a decrease of 10% from the year before.
- 68% of respondents feel close to people at school, a decrease of 6% from the prior year.
- 82% of respondents feel happy to be at this school, a decrease of 4% from the prior year.
- 74% of respondents feel like they are part of this school, no change from the year before.
- 76% of respondents feel teachers and other grown-ups at school treat students with respect, a decrease of 2% from the prior year.

Parent School Experience Survey (High Quality Schooling) data from 2019-2020 indicates:

- 68% responded to the survey, an increase of 24% from the year before.
- 87% of respondents feel this school overall provides high quality schooling, a decrease of 2% from the year before.
- 87% of respondents feel this school provides high quality instruction to my child, a decrease of 6% from the prior year.
- 94% of respondents feel welcome to participate at this school, a decrease of 3% from the prior year.
- 86% of respondents feel this school provides opportunities to help me support my child's learning, an increase of 2% from the year before.
- 79% of respondents feel they are a partner with this school in decisions made about their child's education, a decrease of 10% from the year before.
- 90% of respondents feel this school encourages them to participate in organized parent groups, an increase of 1% from the prior year.
- 98% of respondents feel this school provides them information (verbal and written) they can understand, a decrease of 1% from the year before.
- 95% of respondents feel the school informs them about volunteer opportunities, a decrease of 2% from the prior year
- 96% of respondents feel the school informs parents about school activities in different ways, an increase of 1% from the year before.
- 81% of respondents feel the school informs them about parent center activities, a decrease of 5% from the year before.
- 86% of respondents feel this school provides instructional resources to help me support my child's education, an increase of 2% from the year before.
- 88% of respondents feel this school offers extra activities for students' personal growth (sports, clubs, enrichment), a decrease of 1% from the year before.

Staff School Experience Survey (Climate) data from 2019-2020 indicates:

- 100% responded to the survey, an increase of 12% from the prior year.
- 100% respondents feel this school is a supportive and inviting place for staff to work, an increase of 7% from the prior year.
- 96% of respondents feel this school promotes trust and collegiality among staff, an increase of 7% from the prior year.
- 96% of respondents feel this school promotes personnel participation in decision-making that affects the school practices and policies, an increase of 21% from the prior year.
- 96% of respondents feel comfortable talking with the school leadership about issues and concerns, an increase of 7% from the prior year.
- 98% of respondents feel they get the help needed to communicate with parents, an increase of 2% from the prior year.
- 96% of respondents feel decisions are made based on students' and interests, an increase of 3% from the prior year.

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

According to the School Experience Survey, our student surveys indicated decreases in 7:9 categories. A root cause of this is the need to strengthen the implementation of our social emotional learning strategies and programs, through continued professional development and administrative observation and feedback. Gardner Street School staff will continue to work with our Cedars Sinai Share and Care counselor to deepen our understanding of the need for implementing our SEL programs with fidelity.

Our SWPBIS Committee will work to strengthen monthly recognition celebrations for students demonstrating exemplary or improved behavior.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

Gardner Street School attributes meeting our measurable objective for this school year with administrative stability, coffee with the principal events, expanding our modes of communication with parents and community, Blackboard Connect messages, email blasts, Class Tag messages, phone calls and parent meetings. Other factors are Principal engagement with staff during grade level meetings, ILT meetings, staff meetings, school sponsored social events, classroom visits, and office hours. Administrator team supervises students at recess and lunch breaks to ensure students' safety.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

N/A.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

State the School's Measurable Objective(s) for 2020-21 *Required

Gardner Street School will increase the percentage of parents that feel they are partnered with the school in decisions made about their child's education will increase from 79% to 82% on the School Experience Survey for the 2020-2021 school year.

Gardner Street School will increase the percentage of students who respond on the School Experience Survey that they feel close to people from 68% to 71%, an increase of 3% for the 2020-2021 school year.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area:**Student, Staff, Parent Engagement *Required****Parent And Community**

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To improve student, staff, and parent engagement, the following strategies will be implemented: Student Strategies 1. Monthly Student Appreciation Days will be established. Students and staff will gather to recognize positive student behavior based on our Pillars of Character: trustworthiness, fairness, respectfulness, responsibility, caring and citizenship. Students will also be recognized and celebrated for demonstrating improved attendance. Over the course of the year all students will be recognized. 2. Way of Council Teachers will implement the Way of Council strategies to develop a greater sense of community and connection among students. 1. School Events Working in collaboration with our PTO, the principal and CPA will encourage parents to attend and participate in a variety of school events that deepen their connection with the school, including: • Back to School Night • Open House and Student Art Show • Halloween Carnival • Glow Dance • Friends of Gardner Booster Club/PTO Meetings • Garden Ranger Program • Celebrations of students as authors • Coffee With the Principal	08/18/2020 06/10/2021	Principal, CPA, and Instructional Leadership Team will: -Conduct a survey of students to determine the effectiveness of Peace Talks and Council. -Analyze School Experience Survey to gauge the impact and effectiveness of Council on students' perception of school. -Survey teachers to gauge the effectiveness of The Way of Council for school staff. -Analyze School Experience Survey to determine the impact of school events with respect to strengthening parent engagement.
Staff Strategies 1. Way of Council Monthly staff councils will be facilitated so that staff members can "check in" around issues of importance such as the implementation of school curricular initiatives such as Common Core standards based instruction, Reading and Writing workshop, Cognitively Guided Instruction (CGI) math, The Way of Council, Positive Behavior Support, and ELD. 2. Share & Care--Gardner Street School Staff will continue to work with the Share and Care Counselor. Share and Care is a social emotional support/counseling program from Cedars Sinai Hospital. 3. SEL Curricula---Sanford Harmony and 2nd Step Lessons will be used to support students' social emotional learning. Local District West staff will provide professional development to instructional staff on best practices and strategies for implementing the aforementioned curricula	08/18/2020 06/10/2021 New	Principal, CPA, and Instructional Leadership Team will: -Conduct a survey of students to determine the effectiveness of Peace Talks and Council. -Analyze School Experience Survey to gauge the impact and effectiveness of Council on students' perception of school. -Survey teachers to gauge the effectiveness of The Way of Council for school staff. -Analyze School Experience Survey to determine the impact of school events with respect to strengthening parent engagement.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent Education Working in collaboration with the PTO, Share and Care Counselor and school nurse, our principal and CPA will develop and encourage parents to attend workshops at school on a variety topics which help them to understand children's health, social, emotional and academic needs (including the Parent Portal); the school curriculum; A-G requirements; interpreting the school accountability report card; the importance of daily attendance; and ways to get involved at school. Working in collaboration with the principal, Instructional Leadership Team, and the PTO, the Categorical Program Advisor (CPA) will oversee the implementation of parent education workshops provided by teacher experts,(Teacher Parent Activity Differential-- \$1,552 7E046), designed to build parents' capacity for helping their children develop math skills. Workshop topics will include: -understanding the role of Fluency in building and maintaining speed and accuracy with foundational math skills -understanding the role of the part-total relationship and models such as the tape diagram and students' intuitive math drawings to make sense of and solve word problems -studying the mathematical progression that forms the major work of the K-2 and 3-5 grade bands -learning how concepts, terminology, instructional strategies, and models create coherence across the grades Supplemental Instructional Materials for use during the hands-on portion of the math workshops will include chart paper. Volunteer Opportunities Working in collaboration with the PTO, our principal and CPA will develop and encourage parents to participate in a variety of volunteer opportunities, including: • Enrich LA Garden Ranger Program • Art Studio Program • Assisting in the classroom • Way of Council Community Participant • Friends of Gardner Booster Club/PTO	08/18/2020 06/10/2021 New	Principal, CPA, and Instructional Leadership Team will: -Conduct a survey of students to determine the effectiveness of Peace Talks and Council. -Analyze School Experience Survey to gauge the impact and effectiveness of Council on students' perception of school. -Survey teachers to gauge the effectiveness of The Way of Council for school staff. -Analyze School Experience Survey to determine the impact of school events with respect to strengthening parent engagement.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	10365 - TCHR PRNT ACT DIFF	N/A	N/A	10365	1,522		100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	159	0.00	100

Focus Area:**Student, Staff, Parent Communication *Required***Parent And Community***Strategies**

Strategies, Actions and Tasks			Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible				
To ensure effective communication with parents, staff, and students, our principal, CPA and PTO will collaborate to ensure the following structures are in place and in the language of parents as needed: • Timely communications between teachers, administrators and parents; • Up to date school website with relevant information and a calendar of events; • Quarterly Progress Reports explicating students' academic progress; • Classroom websites; • Quarterly school tours for prospective parents led by the principal and PTO leadership; • Weekly “The Week Ahead” bulletins published including weekly and important upcoming events; • Black Board Connect phone messages; • Banners and posters inside and outside the school; • Updated calendar board on wheels placed in high foot traffic area; • Academic progress communicated on Schoology and through the Parent Portal.			08/18/2020 06/10/2021	Principal and CPA will analyze email and website traffic data to understand the value of this form of communication. Principal and CPA will survey parents to determine their preferred mode of communication.				
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
2020-2021 School Plan for Student Achievement**

100% ATTENDANCE, SUSPENSIONS, SCHOOL SAFETY, AND OTHER SUPPORTS

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:

- | | |
|-------------------------------------|---|
| ☐ | 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) |
| ☐ | Interim Comprehensive Assessment (ICA) |
| ☐ | Interim Assessment Blocks (IAB) |
| ☐ | School Experience Survey |
| ☐ | Publisher's Assessments |
| ☐ | Reading Inventory (RI) |
| ☐ | N/A |

1. List key findings related to 100% attendance, suspensions, school safety, and other supports 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

According to the CA Dashboard, 22.7% of our students are chronically absent. English learners have chronic absenteeism rate of 26.7 %. Socio-economically disadvantaged students have a chronic absenteeism rate of 24.7%. Hispanic students have a chronic absenteeism rate of 18.6% and white students have a have a chronic absenteeism rate of 24.2%. Our students with disabilities have a chronic absenteeism rate of 11.8%, which has declined by 7.2% from the previous school year.

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

According the CA Dashboard, our students' chronic absenteeism rate indicates a need for Gardner Street School administrative staff establish systems utilizing tiered, universal attendance strategies as highlighted in LAUSD's Attendance Playbook. The attendance data on the CA Dashboard indicates the need for the administrative team to provide parent workshops to help build their understanding of the importance of their children's regular and timely daily attendance.

3. If the school met its measurable objective(s) or is on track to meet its measurable objective(s) in the current school year, what strategies contributed to the school's success? If this question does not apply, please type N/A in the box below. *Required

N/A.

4. If the school did not meet its measurable objective(s) or is not on track to meet its measurable objective(s) in the current school year, describe what the school intends to do differently (next Steps). If this question does not apply, please type N/A in the box below. *Required

To address our chronic absenteeism rate at our school, the site administrator will implement with fidelity tiered, universal attendance strategies. The site administrator will assemble a team of school staff to contact parents of students that are chronically absent to encourage parents to bring students to school on time. These phone calls are intended to help support the removal of barriers that may hinder their students' regularly and timely daily attendance. Additionally, monthly attendance recognition events will be established to encourage and celebrate students with excellent attendance or improved attendance. Gardner Street School staff will encourage student excellent attendance through Blackboard Connect messages, emails, and Class Tag messages.

5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required

N/A.

State the School's Measurable Objective(s) for 2020-21 *Required if this Goal is addressed.

The percentage of chronically absent students will decline by 3% from 22.7% to 19.7% in June 2020-2021.

*The School's Measurable Objective(s) must be specific, measurable, attainable, results-based, and time-bound (SMART), focused on identified student learning needs, and prioritized (if more than one Measurable Objective is identified).

Focus Area:	Lesson Planning, Data Analysis, and Professional Development	100% Attendance
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
To promote and support excellent attendance, students with improved attendance will be recognized at our monthly student awards assemblies, called Shout Outs. Additionally, at the end of each trimester, students with excellent or improved attendance will receive a certificate signed by the Principal and an incentive prize.	08/18/2020 06/10/2021	Daily, monthly students attendance will be monitored by SAA, Principal, CPA/TSP Advisor, and teachers. Principal and CPA/TSP Advisor will oversee the excellent and improved attendance efforts highlighted in the Strategies, Actions, and Tasks Section.
Gardner Street School staff will encourage student excellent attendance through Blackboard Connect messages, emails, and Class Tag messages to parents encouraging regular, timely attendance.	08/18/2020 06/10/2021 New	The site administrator will oversee the communication to the parents.

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

Focus Area:	100% Attendance, Suspensions, School Safety, and Other Supports Interventions	100% Attendance
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Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
These same staff members will check in with the students during the instructional day to encourage and promote their improved attendance.		Daily, monthly students attendance will be monitored by SAA, Principal, CPA/TSP Advisor, and teachers. Principal and CPA/TSP Advisor will oversee the excellent and improved attendance efforts highlighted in the Strategies, Actions, and Tasks Section.

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

Focus Area:	Building Parent Capacity and Partnership to Support the 100% Attendance, Suspensions, School Safety, and Other Supports	100% Attendance
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***Required if any Focus Area above is addressed.**

Strategies

Strategies, Actions and Tasks				Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
Parents and guardians of students with chronic absences will also be contacted by specific school staff to ensure that personalized encouragement and support is offered to these families. Additionally, the importance of excellent attendance will be highlighted at our regularly scheduled Coffee with the Principal events.					Daily, monthly students attendance will be monitored by SAA, Principal, CPA/TSP Advisor, and teachers. Principal and CPA/TSP Advisor will oversee the excellent and improved attendance efforts highlighted in the Strategies, Actions, and Tasks Section.			
Parent Conferences will be schedules with individual parents/guardians as needed to support improved attendance efforts					The CPA/TSP Advisor and Principal will oversee this process to ensure that school and district supports are provided to families in need to ensure excellent attendance for all students.			

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

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?
According to the CA Dashboard, our socioeconomically disadvantaged students are not meeting benchmark at the same rate as their non-socioeconomically disadvantaged peers. Their current average distance from standard is 2.3. The difference between their current status and prior year's status is 16.5 points. Providing additional opportunities for these students to receive intervention as well as strengthen our in-class tiered strategies for struggling students is necessary.
2. Which inequities are priorities for the school to address?
Gardner Street School staff will address the achievement inequities of our socioeconomically disadvantaged students on the both the ELA and Math components of the SBA. The priority for the next school year is instructional delivery focused on differentiated instruction to meet the needs of student subgroups.
3. How will the school address these inequities?
Gardner Street School staff will provide in-school intervention in reading fluency, comprehension, vocabulary development as well as after school intervention in literacy, reading comprehension, numeracy skills, and professional development for administrative and certificated staff in Reader's and Writer's Workshop and Eureka Math. The Leveled Literacy Intervention Program will be utilized for reading intervention because it corresponds with Fountas & Pinnell, our school-wide reading fluency program. Grade level teams will review student achievement data to plan instructional units and lessons together. Gardner Street School staff will work in vertical teams to more effectively target high priority instructional standards on which each grade-level will focus. Gardner Street School expert teachers will provide professional development to staff and site administrator to support students' improved math outcomes on SBA.
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.
N/A

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

☐ All Students
☐ English Learners
☐ Foster Youth
☐ Homeless
☒ Socioeconomically Disadvantaged
☐ Race/Ethnicity-Specify
☐ Students with Disabilities

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

☒ English Language Arts (3-8,11)
☒ Mathematics (3-8,11)
☐ English Learner Progress (1-12)
☐ Chronic Absenteeism (TK-12)
☐ Suspension Rate (TK-12)
☐ College/Career (9-12)
☐ Graduation Rate (9-12)

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

☒ Strong, Moderate, Promising
☐ Demonstrates Rationale (not allowable for 7T691)

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

☒ What Works Clearinghouse
☒ LAUSD Evidence-Based Intervention Bench
☐ 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.

Leveled Literacy Intervention for English Language Arts Eureka Math---New UCLA Math Project--Center X--Professional Development

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

Principal will conduct regular classroom observations during in-class Leveled Literacy Intervention (LLI) and will provide feedback to teachers. Principal will also meet with the after school intervention teachers and CPA to discuss the impact of students achievement with the push-in and the pull-out LLI program. Teachers, CPA, and Principal will monitor the students' progress through regular data analysis. Teachers will meet during grade-level planning time and on one Tuesday per month to analyze student data (DIBELS, Fountas and Pinnell, Benchmark Assessment, IABs, and Eureka Assessments) to identify students in need of foundational literacy and numeracy skills. No additional funding needed.

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

The evidence-based intervention system, LLI, will be monitored by classroom teachers, and part-time instructional support staff member. Progress monitoring will also be done by site administrator and CPA to evaluate the intervention effectiveness for our students.

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.

We began implementation of in school intervention this school year for our 2nd--5th grade students. We saw positive results. As a result of this intervention, several of our 5th grade English learners were able to reclassify. The intervention enabled some of our 5th grade students to achieve grade-level marks in ELA. Other English learners were able to pass DIBELS reading fluency assessment to meet District reclassification criteria requirements.

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).

Parent workshops on A-G requirements are offered annually. Students are introduced to a number of local universities through field trips to the sites, including UCLA, and teachers ensure that students develop an awareness of universities and postsecondary work opportunities through a number of measures including researching universities and their sports and academic programs along with visits from professionals who share both the work they do and their academic journey.

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.).

Our school makes great use of the SSPT process to meet the needs of individual learners and provide early intervention services. While good first teaching is our central focus, we ensure that students needing additional supports are provided with in class and after school intervention. This past year we implemented an after school literacy intervention program for our most challenged readers. Our team, including our 3 day a week Share and Care counselor, forms a number of counseling groups for students with similar issues ranging from problem behaviors to grieving to bullying to address and prevent behavioral, social, and emotional issues that arise.

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 stakeholders met over several days - through faculty meetings, Instructional Leadership Team (ILT), parent focus groups, English Learner Advisory committee, and School Site Council meetings - to analyze available data and determine next steps. The process involved looking at the ongoing implementation of our key instructional methodologies and school wide programs to determine what has been effective, what is needing attention, and what we might do differently going forward. Consensus was developed through discussions and revisions of the plan.

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:

Coordinating interaction between our onsite State Preschool program and our elementary school program.

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:

N/A

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
10365 10365 - TCHR PRNT ACT DIFF	☐	0.00 0	0.00 0	0.00 1,522	0.00 0	0.00 0	0.00 1,522
10376 10376 - TUTOR TCHR X TIME	☐	0.00 13,528	0.00 0	0.00 0	0.00 0	0.00 0	0.00 13,528
11681 11681 - CRD DIF CAT PRG ADV	☐	0.00 761	0.00 0	0.00 0	0.00 0	0.00 0	0.00 761
117360 117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	☐	1.00 69,682	0.00 0	0.00 0	0.00 0	0.00 0	1.00 69,682
14692 14692 - COORD X (NON-TUTOR)	☐	0.00 5,073	0.00 0	0.00 0	0.00 0	0.00 0	0.00 5,073
20750 20750 - INSTRL AIDE I C 1T (3 Hrs / 5 Days)	☐	3.00 31,305	0.00 0	0.00 0	0.00 0	0.00 0	3.00 31,305
30165 30165 - HEALTH WELFARE CERT	☐	0.00 -7,024	0.00 0	0.00 0	0.00 0	0.00 0	0.00 -7,024
30166 30166 - RETIREE BNFTS CERT	☐	0.00 -2,421	0.00 0	0.00 0	0.00 0	0.00 0	0.00 -2,421
40269 40269 - SUPPLMTL INSTRL MAT	☐	0.00 106	0.00 0	0.00 159	0.00 0	0.00 0	0.00 265
40239 POTENTIAL FNDING VAR	☐	0.00 4,420	0.00 0	0.00 53	0.00 0	0.00 0	0.00 4,473
40261 PENDING DISTRIBUTION	☐	0.00 14	0.00 0	0.00 30	0.00 0	0.00 0	0.00 44
Total		4.00 115,444	0.00 0	0.00 1,764	0.00 0	0.00 0	4.00 117,208

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**