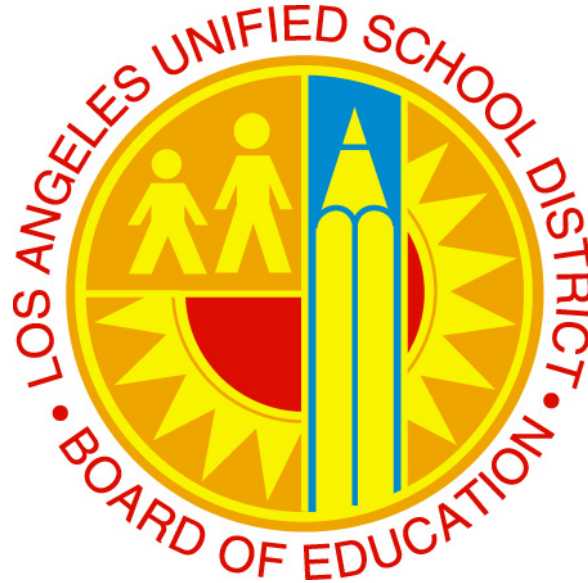


Los Angeles Unified School District
School Plan for Student Achievement

2020-2021

Implementation

ANTON EL (1435601)



Superintendent
Austin Beutner

Board Members

Dr. George McKenna III
Mónica Garcia
Scott M. Schmerelson
Nick Melvoin
Jackie Goldberg
Kelly Gonez
Dr. Richard A. Vladovic

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SCHOOL IDENTIFICATION

School Name: ANTON EL (1435601)

Local District: E

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

For additional information on our school programs contact the following:

Principal: HERNANDEZ, JOSE J

E-mail address: jhern59@lausd.net

SPSA Designee: MUNOZ, DOLORES

Position: ASST PRIN, ELEMENTARY

E-mail address: dxm6129@lausd.net

School Address: 831 N BONNIE BEACH PL, LOS ANGELES, CA 90063

School Telephone Number: 3239813640

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.

LOURDES RAMIREZ ORTIZ



09/20/2020

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	_____ LOURDES RAMIREZ ORTIZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	_____ 09/20/2020 <i>Signed Date</i>	
Local District EL Compliance Coordinator	_____ KIRSTIN SUMMERS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	_____ 07/29/2020 <i>Signed Date</i>
Local District PACE Administrator	_____ ELSA TINOCO ENCISO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	_____ 06/06/2020 <i>Signed Date</i>
Local District Title I Coordinator	_____ ANGEL COVARRUBIAS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	_____ 09/17/2020 <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) <input type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	02/12/2020	LIDIA CASAS

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:

REBECCA LUNA



03/02/2020

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

HERNANDEZ, JOSE J



03/03/2020

Typed name of school principal

E-Signature of School principal

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>
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	419,275	0	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	5,951	0	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title I: Comprehensive Sup & Improv (7T691) Purpose: 7T691	Amount: \$	0	0	
Total amount of categorical funds allocated to this school: \$				425,226

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.)

We, at William R. Anton Elementary School, will provide a safe, clean, and collaborative climate in which all stakeholders will foster standards-based instruction centered on a student's needs identified by data.

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?)

William R. Anton Elementary School will provide an educational environment of standards-based curriculum, assessment driven instruction, and stakeholder collaboration that will enable every student to meet or exceed grade level standards as evidenced by scoring at/or above benchmark on all state assessments.

School Profile Description

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

<p>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/</p>
<p>William R. Anton Elementary School opened September 2009 and replaced the former Hammel Street School Elementary. The William R. Anton Early Ed. Center occupies the south side of the building. William R. Anton Elementary School is located in the neighborhood of City Terrace/East Los Angeles, servicing a predominantly Latino and low socioeconomic community in a Title I school wide program. Anton serves Transitional Kindergarten to sixth grade students that are 93.3% economically disadvantaged (Title I) and 98.5% Hispanic or Latino. 0.3% of our students are African American and less than 0.2% are identified as Asian. 13% of our students receive special education services and 20% are English Learners with Spanish as their primary language. Enrollment has slightly fluctuated over the last five years due to the economic climate and to Charter schools opening locally. Currently, Anton serves 585 students (TK to 6th Grade). Anton students feed into Belvedere Middle School, then Torres High School. William R. Anton ES functions in one building with 3 floors. Technology is available throughout the school, in all classrooms, workrooms, and offices. A library is available for all students, parents, and staff and houses enough books for all students. A Parent Center operates daily to offer learning opportunities to parents and community and promotes a culture of collaboration between school, staff, and parents. William R. Anton ES provides consistent communication to parents via workshops, letters/announcement, phone calls, and in-person, both in English and Spanish. Communication regarding academic progress, assessment results, work habits, and behavior are shared with parents in their primary language during Parent-Teacher Conferences. An Anton website is also available for parents to access information, calendars, and events through Schoolloop. Anton identifies at-risk, low-performing students using multiple data sources including data available through online systems (MyData, DIBELS, CAASP), and teacher selected formative assessments. Data informs instruction and areas of focus for professional development. Anton teachers and staff collaborate on a regular basis as a Professional Learning Community (PLC) to prepare instructional focus areas, identify areas of strength and need, and share instructional strategies.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>TK-6th Grade</p>
<p>3. Indicate student enrollment figures:</p>
<p>Total enrollment is 579 students.</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>

100% of our students receive free/reduced meals, with 91% of low income students are identified on the Title I ranking.

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

98.46% Hispanic or Latino, <1% African American, and <1% Other. 20% of students are English Learners.

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:

Parent-Teacher conferences with primary language support will be held 2 times per year, ELAC meetings will be held monthly in Spanish, consistent home school connection by teachers/administration will be ongoing throughout the school year. School will send home progress reports 3 times per year. Parents will also receive the DIBELS Home-Connect Report at the conclusion of the beginning of year (BOY), middle of year (MOY), and end of year (EOY) assessment periods. All academic assessment results will be shared in the language parents understand.

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:

William R. Anton Elementary School will continue to provide Professional Development that is focused on the CCSS and targets the improvement of instructional practice through the analysis of data from Periodic Assessments, Smarter Balanced Interim Assessment Blocks, DIBELS, and Smarter Balanced Summative Assessment results.

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> English Learner Advisory Committee	12/11/19 -The ELAC met to discuss the process of writing the School Plan. Parents were given the needs assessment to determine priority for expenditures. The Assistant Principal reviewed student data, parent portal registration data, and attendance data to determine progress towards school goals that were presented in the September meeting. After identifying areas of need and setting goals for students at risk, all ELAC members had an opportunity to discuss possible recommendations to support student success. The committee members also discussed strategies to support our school in reaching our goals by June of 2020. 1/22/20- The ELAC met to continue the Needs Assessment process and focused on ELPAC data and SES data as relate to parents and community. After identifying areas of need and setting goals for these areas, all ELAC members had an opportunity to discuss possible recommendations to support ELs and strengthen parent engagement. The committee members also discussed strategies to support our school in reaching our goals by June of 2020. 2/12/20- The Assisstant Principal reviewed the SPSA cycle and gave ELAC the opportunity to give input for goals and actions for 2020-2021 SPSA.	12/11/2019, 01/22/2020, 02/12/2020

<input checked="" type="checkbox"/> School Site Council	<p>9/19/19- Assitant Pricipal presented the approved 2019-2020 SPSA and provided all members with a copy for members to participate in a search and find activity to familiarize themselves with the sections and strategies and expenditures for each. Each member was also provided with a sheet listing all SPSA goals for easy access and reference.</p> <p>10/17/19- SSC met to conduct the 2018-2019 SPSA Evaluation. Members were presented data for each of the goals and had an opportunity to discuss and give their input for goals not met.</p> <p>1/30/20- SSC met to conduct part 1 of the Needs Assessment by reviewing data for most recent IABs, attendace reports for the 85 day of school, and ELPAC summative scores to determine progress towards goals. Assistant Principal introduced a planning sheet to be used at the next meeting to work in groups to record data findings and discussion around goals for next school year and suggested actions and strategies to improve student achievement.</p> <p>2/20/20- SSC completed the planning sheet to guide the drafting of SPSA goals, strategies, and action for 2020-2021 plan. Budget allocation for reviewed and discussion was held for priority expenditures.</p> <p>3/2/20- Met to approve the 2020-2021 Budget and SPSA.</p>	<p>09/19/2019, 03/02/2020, 10/17/2019, 01/30/2020, 02/20/2020</p>
<input checked="" type="checkbox"/> Other: School Wide Review	<p>2/11/20- As an entire staff, Anton teachers reviewed data that was presented by Assistant Principal at a Faculty Meeting. Staff members were informed about the new SPSA and the 2020-2021 Categorical Budget.</p> <p>2/18/20- Grade level teams including a representative from Special Education or leadership team reviewed school-wide data for ELA, Math, DIBELS, Attendance, and ELPAC to discuss and give input for strategies and goals for 2020-2012.</p> <p>10/2/19-2/5/20-PLC Lead Teachers represented K-6 grade teachers in monthly meetings to adjust and revise the professional development plan to ensure adherence to the actions and strategies delineated in the SPSA. EL progress monitoring data, BYO and MYO DIBELS data, as well as IAB data were analyzed to assess progress towards meeting SPSA goals and suggested new strategies. PLC provided ongoing feedback for next steps and additional supports needed. Teams of teachers were assigned focus goals and data to identify areas of need for the SPSA Evaluation and recommended new actions and strategies for SSC consideration. Professional development plan was adjusted to support the SPSA.</p>	<p>02/11/2020, 12/04/2019, 02/18/2020, 01/15/2020, 10/02/2019, 02/05/2020, 11/06/2019</p>

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

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

The percent of Kindergarten through 2nd grade students that scored benchmark or above on the EOY DIBELS for the 2018-2019 was 58%. The breakdown per grade level for EOY was: 64% of Kindergarten students scored benchmark or above; 44% of 1st grade students scored benchmark or above; 67% of 2nd grade students scored benchmark or above. Results for the ELA SBAC for 2018-2019 when achievement levels were analyzed reveal that 30% of students tested (3rd-6th) met or exceeded the standard. CA Dashboard data indicates that students maintained 0.6% points as compared to the previous year, scoring within the orange band. The 2018-2019 average standard met was 42.3 points below the standard, a slight drop of 0.5 points as compared to the previous year. English Learners scored 56.1 points below standard compared to their Hispanic peers who scored 42.1 points below standard. Results for the 2018-2019 indicate that 26.48% of students in grades 3-6 met or exceeded the Math state standard, a gain of 3.48% compared to the previous year. Students in grades 3-6 scored 53.5 points below standard as measured by the CA Dashboard. When the data was analyzed by student group, it was noted that English Learners scored 73.7 points below standard and socio-economically disadvantaged students scored 55.6 points below standard. The third significant group (Hispanic students) scored 53.6 points below standard.

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

Several factors contributed to the results indicated for ELA: 1) Teachers were not consistently able to collaborate with grade level peers to support lesson design and cognitive planning to differentiate instruction for English Learners and utilize high impact practices across the curriculum; 2) Teachers did not effectively assess student needs to align instructional activities during small group instruction for their early literacy academy students; 3) Teachers required more time for articulation, collaboration, and planning; 4) Students in grades 3-6 were not provided intervention after school to address at-risk needs. The following are some issues related to the key findings for Math: 1) Students were not successful in applying math concepts to performance tasks presented in the SBAC; 2) Periodic assessments were not provided to inform instruction consistently; 3) Students need additional supports and targeted instruction to develop conceptual understanding and consistently apply mathematical practices to problem solving

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

We did not have a measurable objective in the previous plan as College and Career Readiness was an integral component of our ELA and Math measurable objectives.

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 have a measurable objective in the previous plan as College and Career Readiness was an integral component of our ELA measurable objectives.

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

This goal is not addressed with a measurable objective but we have integrated College and Career Readiness within our strategies and goals for ELA and Math. We have opted not to operationalize a goal at this time to focus our attention on the strategies and goals that are directly supported by our plan.

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

N/A

*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		
This goal is not being addressed.									
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		
This goal is not being addressed.									
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		
This goal is not being addressed.									

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
This goals is not being addressed.		

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:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input checked="" type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A

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

The percent of Kindergarten through 2nd grade students that scored benchmark or above on the EOY DIBELS for the 2018-2019 school year dropped to 58% compared to the 72% in the 2017-2018 school year. Results for the 2019-2020 school year indicate that 56% of Kindergarten students are at or above benchmark per the MOY assessment. As of MOY, 40% of first grade students have reached or exceeded benchmark. In 2nd grade 54% of the students tested in MOY DIBELS have met or exceeded the benchmark. The average for K-2 students meeting the benchmark is 50% per MOY. Results for the ELA SBAC for 2019-2020 when achievement levels were analyzed reveal that 20% of students tested (3rd-6th) met the standard and 10% exceeded the standard. CA Dashboard data indicates that students maintained 0.6 points as compared to the previous year, scoring within the orange band. The 2018-2019 average standard met was 42.3 points below the standard. English Learners scored 56.1 points below standard when compared to their Hispanic peers who scored 42.1 points below standard. The most notable decline was noted among Students with Disabilities whose distance from 3 declined by 20.3 points and they performed 91.4 points below standard.

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

Several factors contributed to the results indicated above: 1) SWD have identified needs that prohibit them to demonstrate grade level mastery of standards and require more intensive supports and accommodations; 2) Teachers were not consistently able to collaborate with grade level peers to support lesson design and cognitive planning to differentiate instruction for English Learners and utilize high impact practices across the curriculum; 3) Teachers did not effectively assess student needs to align instructional activities during small group instruction for students performing below grade level expectations; 4) Teachers required more time for articulation, collaboration, and planning around the IABs to use item level analysis to target instruction; 4) Students in grades 3-6 need access to interventions during the day to support them in meeting learning targets matching their assessed needs.

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

The lapse in progress towards meeting the objectives will be addressed with the following implementation efforts: 1) Additional training and support will be provided for K-2 grade teachers to use diagnostic assessments to identify specific reading foundational skill gaps and design strategic interventions for at-risk students; 2) Teachers will refine their reading intervention practices through collaborative planning and group students homogenously to better target identified needs with the support of the Instructional Coach; 3) Teachers in grades 3-6 will consistently use item-level analysis of IABs to design targeted lesson and be provided differentiated professional development to enhance their use of the online Digital Library to implement lessons targeting reading comprehension and writing strategies. In addition, all teachers will continue to receive professional development to ensure successful implementation of the Benchmark curriculum, Amplify and Boost interventions, and the use of the Benchmark Universe online resources to support differentiation of instruction.

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.

By June 2021, the percentage of K-2nd grade students scoring benchmark or above benchmark on the 2020-2021 EOY DIBELS will increase from 58% to 60%, an improvement of 2% as measured by DIBELS.

By June 2021, Hispanic students in grades 3-6 will increase the average standards met (distance from 3) on the English Language Arts SBA by 10 points from 42.3 below standard to 32.3 below standard in order to move up the next performance level and move back to yellow band as measured by the CA Dashboard.

By June 2021, students with disabilities in grades 3-6 will increase the average standards met (distance from 3) on the English Language Arts SBA by 10 points from 91.4 below standard to 81.4 below standard in order to make gains to move out of red band as measured by the CA Dashboard.

By June 2021, students identified as socioeconomically disadvantaged in grades 3-6 will increase the average standards met (distance from 3) on the English Language Arts SBA by 10 points from 44.3 below standard to 34.3 below standard in order to move up the next performance level and move back to yellow band as measured by the CA Dashboard.

By June 2021, all students in grades 3-6 will increase the average standards met (distance from 3) on the English Language Arts SBA by 10 points from 42.3 below standard to 32.3 below standard in order to move up the next performance level and move back to yellow band as measured by the 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).

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
<p>The INSTRUCTIONAL COACH (with a differential) will provide teachers with Professional Development both during the school day and beyond the school day to accelerate proficiency in English Language Arts for all subgroups, including but not limited to, SELs, ELs, PLTEls, and SWD. The Instructional Coach will be available to support instruction and collaboratively plan and conduct co-taught-lessons and provide Cognitive Coaching and give teachers opportunity to reflect and refine current teaching practices. In order to supplement and support the implementation of the CCSS in English Language Arts, the Instructional Coach will support teachers in planning integrated ELD lessons to support English Learners and targeted lessons for all groups supported through the ELLP academies. To supplement instruction, the Instructional Coach will support teachers with the following strategies:</p> <ul style="list-style-type: none"> • Analyzing DIBELS data and reorganize ELLP Academy Groups and rotations for skill-based learning • Guided Reading planning and instruction • Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex text. • Unpacking and training of online resources from the district adopted curricula Benchmark Universe • Online technology tools such as Clever, Schoology, Assessments and analyzing student results using available reports. • Unpacking of standards and grade level curriculum for teachers who are new to a grade level • Posting and using Learning Objectives for instruction 	<p>08/18/2020 06/10/2021</p>	<p>Student performance on IABs will be measured and analyzed by teachers in collaboration with the leadership team. DIBELS benchmark and periodic monitoring scores will be used for students in K-2. For students in grades 3-6 in addition to DIBELS, their performance on the IABs will be used to gage effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor professional development, grade level meeting agendas, sign-ins, and Learning Cycle planning protocol forms. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers that is linked to the TLF and professional development outcomes.</p>
<p>The CATERGICAL PROGRAM ADVISOR (with a differential) will provide teachers with Professional Development both during the school day and beyond the school day to accelerate proficiency in English Language Arts for all subgroups, including but not limited to, SELs, ELs, PLTEls, and SWD. To supplement instruction, the Catergorical Program Advisor will support teachers with the following strategies:</p> <ul style="list-style-type: none"> • Analyzing DIBELS data and reorganize ELLP Academy Groups and rotations for skill-based learning • Guided Reading planning and instruction • Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex text. • Unpacking and training of online resources from the district adopted curricula Benchmark Universe • Online technology tools such as Clever, Schoology, Assessments and analyzing student results using available reports. • Unpacking of standards and grade level curriculum for teachers who are new to a grade level • Posting and using Learning Objectives for instruction 	<p>08/18/2020 06/10/2021 New</p>	<p>Student performance on IABs will be measured and analyzed by teachers in collaboration with the leadership team. DIBELS benchmark and periodic monitoring scores will be used for students in K-2. For students in grades 3-6 in addition to DIBELS, their performance on the IABs will be used to gage effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor professional development, grade level meeting agendas, sign-ins, and Learning Cycle planning protocol forms. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers that is linked to the TLF and professional development outcomes.</p>

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)	30462472	N/A	117360	69,682	1.00	100
CE-ESSA T1 Schools (7S046)	1000	13454 - INSTRL COACH EL C1T (3 Hrs / 5 Days)	30370435	N/A	13454	69,682	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	10247 - DIFF INSTL COACH ELM	N/A	N/A	10247	914		100
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	761	0.00	100
CE-ESSA T1 Schools (7S046)	1000	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,024	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,024	0.00	100
CE-ESSA T1 Schools (7S046)	1000	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,421	0.00	100
CE-ESSA T1 Schools (7S046)	2100	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
<p>Anton ES will implement the Plan-Deliver-Reflect-Revise cycle to promote a culture of learning by providing time for teachers to collaborate and meet by grade levels after school and on Saturdays in order to do the following:</p> <ul style="list-style-type: none"> • Data analysis of student work • Create differentiated lessons that incorporate the instructional strategies learned during the various PD opportunities • Reflect upon and evaluate lessons and then revise and refine lessons to address student needs 	<p>08/18/2020 06/10/2021</p>	<p>Student performance on IABs will be measured and analyzed by teachers in collaboration with the leadership team. DIBELS 8 benchmark and periodic monitoring scores will be used for students in K-2. For students in grades 3-6 in addition to DIBELS 8, their performance on the IABs will be used to gauge effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor professional development, grade level meeting agendas, sign-ins, and Learning Cycle planning protocol forms. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers that is linked to the TLF and professional development outcomes.</p>
<p>Teacher Assistants, under the supervision of a certificated teacher, will provide support during Universal Access Time and during ELLP in order to improve targeted small group instruction for at-risk students. Teacher Assistants will provide instruction to identified students in small groups and will also provide one-to-one support to struggling students to meet grade level standards using best practices modeled by supervising teacher.</p>	<p>08/18/2020 06/10/2021</p>	<p>Student performance on DIBELS 8 benchmark and periodic monitoring scores will be measured and analyzed to gauge effectiveness of strategies implemented by teacher assistants every trimester. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers directly linked to teacher assistants efforts and supports provided to target groups. Principal and Leadership Team will monitor Teacher Assistant assignments and schedules and conduct classroom observations.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Non-Register Carrying Teacher with benefited absences will provide direct services through a pull out intervention during the six-hour workday. The non-register carrying teacher will plan and deliver appropriate instruction to students in K-6 on a rotating basis to provide Tier 2 and Tier 3 instruction to focus on implementing key strategies and addressing the needs of targeted at-risk students following the RTI model in a learning center. The teacher will serve as an intervention teacher and provide direct services for 100% of the workday.</p>	<p>08/18/2020 06/10/2021</p>	<p>Student performance will be measured on DIBELS 8 benchmark and periodic monitoring scores will be analyzed to determine if instruction has been effective in meeting student needs in collaboration with the leadership team every trimester. Principal and Assistant principal will conduct regular Learning Center classroom observations to provide timely actionable feedback to Non-Register Carrying teacher that is linked to the TLF and student outcomes.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	13280 - NONREGC TCHR EL 1TK (6 Hrs / 5 Days)	30462471	N/A	13280	120,470	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30036315	N/A	107762	9,684	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (4 Hrs / 5 Days)	30035127	N/A	107762	12,913	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (4 Hrs / 5 Days)	30036513	N/A	107762	12,913	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (4 Hrs / 5 Days)	30405461	N/A	107762	12,913	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10377 - TCHR RELEASE DAY/HRS (6 Hrs)	N/A	N/A	10377	7,620		100

Focus Area: Interventions During and After the School Day and Other Supports *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
<p>In addition to intervention during the school day, intervention programs (after school or on Saturdays) will be implemented that are well structured and that target specific areas of need across grade levels and which also utilize effective technology tools to enhance student learning.</p>	<p>08/18/2020 06/10/2021</p>	<p>Principal or designee along with teachers will monitor planning and implementation of intervention programs to determine if program goals are being met.</p> <p>Principal will ensure that proper intervention documentation and tasks are completed.</p>

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	1,804	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
Ongoing support to build parents' capacity to support students' achievement in ELA will be provided. Parents will attend monthly meetings and parent workshops provided by Instructional Coach/Categorical Program Advisor and Assisstant Principal to reinforce and support learning at home on the following topic (tentative schedule subject to change): <ul style="list-style-type: none"> • Reading Complex Text Strategies (10/20) • Understanding DIBELS Reports (11/20) • Writing Strategies (12/20) • SBA/IAB ELA Assessment (1/21) • DIBELS and Reading Inventory (2/21) • Benchmark Advance online Resources (3/21) • CAASPP report workshops (4/21) Community Representative will promote increased parent participation during parent meetings, and other school events including Coffee with the Principal, Back-to-School Night, Family Literacy Event, Parent Conferences, and Open House.	08/18/2020 06/10/2021	The Principal will set calendar of workshops and monitor agendas and sign-ins. The Community Representative under the supervision of the Principal, and with the support of the Instructional Coaches will organize and publicize workshops.

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:

<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	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

Results for the 2018-2019 indicate that 26.48% of students in grades 3-6 met or exceeded the Math state standard as reported by CAASSP. 45% of 3rd grade students met or exceeded the standard as reported in MyData. Only 15% of 4th grade students met or exceeded the standard as reported in MyData. 18% of 5th grade students met or exceeded the standard as reported in MyData. 27% of 6th grade students met or exceeded the standard as reported in MyData. Students in grades 3-6 scored 53.5 points below standard as measured by the CA Dashboard. When the data was analyzed by student group, it was noted that English Learners scored 73.7 points below standard. Socio-economically disadvantaged students scored 55.6 points below standard. The third significant group, Students with Disabilities scored 98.2 points below standard with a decline of 6.4 points as compared to 2018-2019 data.

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

The following are some issues related to the key findings: 1) SWD have identified needs that prohibit them to demonstrate grade level mastery of standards and require more intensive supports and accommodations; 2) Teachers were not consistently able to collaborate with grade level peers to support lesson design and cognitive planning to differentiate instruction for English Learners and utilize high impact practices in math; 3) Students were not successful in applying math concepts to performance tasks presented in the SBAC; 4) Teachers required more time for articulation, collaboration, and planning around the IABs to use item level analysis to target instruction; 5) Students continue to develop conceptual understanding and enhance their mathematical practices; 6) Students need explicit instruction on application of mathematical strategies to solve real world problems and complete extended performance tasks; 7) Differentiated instruction and intervention was not consistently provided for students requiring support with key math standards and claims.

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

IAB data is unreliable as assessments have not been completed in a timely manner and we have no school wide data that we are on target to meet the goal. Several next steps will be implemented to utilize formative assessments to guide instruction and identify student needs consistently. Primarily, teachers will be supported in completing all required IABs on or before the due date to ensure ample time for scoring. Grade level collaboration will be central in analyzing IAB results and lessons will be collaboratively designed with the support of the Instructional Coach and Assistant Principal. Professional development will be provided to infuse math instruction with high impact strategies to support active listening, extended communication, and oral summarizing of mathematical reasoning for problem solving. Teachers will be supported in implementing differentiation to address the needs of students with disabilities using formative assessments and item level analysis of IABs. Classroom observations will be focused on integrated ELD strategies to address the needs of English Learners across the content areas.

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.

By June 2021, students in grades 3-6 will increase the average standards met (distance from 3) on the Mathematics SBA by 12 points from 53.5 points below standard to 43.5 points below standard in order to improve performance level and move back to the yellow band as measured by the CA Dashboard.

By June 2021, students with disabilities (SWD) in grades 3-6 will increase the average standards met (distance from 3) on the Mathematics SBA by 10 points from 98.2 points below standard to 88.2 points below standard in order to improve performance level within the red band as measured by the CA Dashboard.

By June 2021, English Learners in grades 3-6 will increase the average standards met (distance from 3) on the Mathematics SBA by 12 points from 73.7 points below standard to 61.7 points below standard in order to improve performance level within the orange band as measured by the CA Dashboard.

By June 2021, socioeconomically disadvantaged students in grades 3-6 will increase the average standards met (distance from 3) on the Mathematics SBA by 12 points from 55.6 points below standard to 43.6 points below standard in order to improve performance level and move back up to yellow band as measured by the CA Dashboard.

By June 2021, Hispanic students in grades 3-6 will increase the average standards met (distance from 3) on the Mathematics SBA by 12 points from 53.6 points below standard to 41.6 points below standard in order to improve performance level and move back up to yellow band as measured by the 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).

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			
Teacher Release will be used to pull selected teachers for differentiated Professional Development during the school day to accelerate proficiency in Math for all subgroups, including but not limited to, SELs, ELs, PLTELEs, and SWD. To support continuity of strategies presented by The Association for Education Services AES Math -Contracted Services, professional development will focus on: <ul style="list-style-type: none"> • Use of performance tasks for strategic grouping, planning and targeted intervention. • Integrated ELD lesson resources • Collaborating to construct Math Knowledge Packages • Use of protocols to support effective planning • Math Journals, Talk Moves & Anchor Charts • Unpacking of standards and grade level curriculum for teachers who are new to a grade level. Activities will include data analysis, formative assessment and review of student work. Teachers will have an opportunity to develop integrated ELD lessons to support English Language Learners with the support of the Title III Coach.					08/18/2020 06/10/2021	The Principal, Assistant Principal and Instructional Coach will review planning protocols and lessons and observe classroom instruction. Teachers will work in grade level teams and use professional development provided by the Instructional Coach and The Association for Education Services AES Math to guide planning and give feedback of effectiveness through evaluations.			
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 : Mathematics*

Strategies									
Strategies, Actions and Tasks					Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible			
All teachers will continue to develop their expertise in their grade level standards and the instructional strategies outlined in the CA Framework. Teachers will utilize EngageNY lessons as suggested in the Math Instructional Guide to focus on key standards and teach to mastery instead of following Teacher Editions. Teachers will consistently use anchor charts to build and strengthen academic language and support the use of models and strategies. Math journals will be used consistently throughout lessons to foster students' abilities to effectively communicate reasoning and practice problem solving daily. Teachers will utilize Talk Moves to increase student engagement and to provide students with multiple opportunities to use academic language in context.					08/18/2020 06/10/2021	Principal and Assistant Principal will conduct classroom observations; provide actionable feedback to teachers and ensure implementation of strategies received during professional development. The principal and assistant principal will give feedback on math lessons using the William Anton Teacher Feedback Google Docs platform.			
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: Interventions During and After the School Day and Other Supports

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status		Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
Intervention programs (after school or on Saturdays) will be implemented that are well structured and that target specific areas of need across grade levels and which also utilize effective technology tools to enhance student learning. Intervention will target students that scored below standard or near standard in the claim areas of concepts and procedures, problem solving, and communicating reasoning. Intervention will include 3 -part problem sets that address each one of the math claims.				08/18/2020 06/10/2021		Principal or designee along with teachers will monitor planning and implementation of intervention programs to determine if program goals are being met. Principal will ensure that proper intervention documentation and tasks are completed.		
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 if any Focus Area above is addressed.

Academic : Mathematics

Strategies								
Strategies, Actions and Tasks				Action Begin & End Date Status		Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible		
Ongoing support to build parents' capacity to support students' achievement in Math, parents will attend parent workshops provided by Instructional Coach and teachers to reinforce and support learning at home on the following topics (tentative schedule subject to change): <ul style="list-style-type: none"> • Math Practices and Strategies to Support Learning at Home (9/20) • SBAC Math Assessment and Claims (11/20) • Understanding Math Interim Assessment Reports and Next Steps (1/21) • CAASPP report workshops (2/21). Teachers will post math learning targets for math on Schoology and inform parents of the math standards that will be addressed during classroom instruction at Back to School Night and during parent conferences. Community Representative will promote increased parent participation during parent meetings, and other school events including Coffee with the Principal, Back-to-School Night, STEM Night, Parent Conferences, and Open House.				08/18/2020 06/10/2021		Evaluations for parent workshops will be used to determine effectiveness and collect data on parent understanding. Principal, EL Designee, and Instructional Coach with the support of the Community Representative, will schedule workshops and monitor agendas and sign-ins for participation.		
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:

<input checked="" type="checkbox"/> ELPAC
<input type="checkbox"/> Whole Child Integrated Data System
<input type="checkbox"/> MyData
<input type="checkbox"/> Student Grades
<input type="checkbox"/> IEP Goals Data
<input type="checkbox"/> DIBELS Math
<input type="checkbox"/> DIBELS
<input type="checkbox"/> School Accountability Report Card (SARC)
<input type="checkbox"/> CA Dashboard
<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A
<input checked="" type="checkbox"/> Other: EL Dashboard
<input checked="" type="checkbox"/> Other: English Learner Typologies Monitoring Report (ELtMR)

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

English Learners comprise 21.3% of our student population as reported in the CA Dashboard. Per the ELtMR (November 2019), 34 students are classified as Potential Long-Term English Learners and 11 are Long Term English Learners, and 12 are newcomers. Per the MMED EL Dashboard, the 2018-2019 Reclassification rate is 33.5%. The EL Dashboard also reports that the number of ELs is 127 of which 93 fell within profile H. In the 2018-2019 Summative ELPAC, of the 136 students tested, 17.6% scored at the Minimally Developed performance level; 34.6% scored at the Somewhat Developed performance level; 36.8% scored at the Moderately Developed performance level; and 11% of ELs tested scored at the target Level 4 Well Developed.

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

The following are some of the issues related to the key findings: 1) English Learners are developing English Language proficiency but continue to need supports to access core content; 2) Mixing schedules for ELD instruction have been implemented but not all teachers utilized the Smart Start lessons; 3)High impact strategies and focus on Constructive Conversations skills and development of academic vocabulary to access and use complex text are inconsistently used; 4) Inconsistent Integrated ELD and inconsistent progress monitoring by teachers to provide interventions for foundational reading skills and comprehension of complex text continue to be challenges; 5) ELD Standards-based activities are not integrated into daily instruction and students are unable to demonstrate skills in the summative assessment.

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 the fact that Anton is not on track to meet the ELPAC objective the following steps will be taken. 1)The Title III Coach will provide differentiated support to teachers of English Learners with model lessons and professional development around effective ELD strategies to ensure students are prepared for the language demands of the ELPAC. 2) Data chats around EL Monitoring roster and identifying the specific target areas for students in profiles G and H to target instruction will be supported by additional collaboration time for selected teachers; 3) Administrators will consistently monitoring the implementation of Start Smart lessons and mixing schedules will be adjusted to meet the needs of ELs; 4) Title III and Instructional Coach will support teachers to meet the specific needs of EL students to develop their overall English proficiency; 5) provide EL teachers professional development and support in collaborating around best practices and delivery of Integrated ELD to support ELs in mastery of content standards to address SBA performance. professional development around effective ELD strategies to ensure students are prepared for the language demands of the ELPAC."

MEASURABLE OBJECTIVE: Add "of 2021" to the end of the se

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

By June 2021, 20% of English Learners in grades K-6 will demonstrate English Language Proficiency by scoring at the Well Developed level as measured by the Summative ELPAC administered in the Spring of 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).

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*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
In order to support the implementation of Designated ELD instruction, students will be grouped together by language classification and EL level for 45-60 minutes daily and teachers of EL students will participate in targeted professional development, analyze student data, and collaboratively plan lessons that incorporate Instructional Approaches for Active Listening, Extended Communication, and Oral Summarizing. The following strategies and actions will be implemented: 1) Teachers will utilize the ELD Frame of Practice to collaboratively plan Designated ELD lessons that incorporate essential components of an ELD lesson and address student language proficiency levels in daily practice. 2) Teachers will work collaboratively and use the CA ELD standard to plan lessons and utilize MMED progress monitoring tools aligned to the ELD standards. 3) Teachers will incorporate Constructive Conversation Skills as part of rigorous ELD lessons. 4) Teachers with the support of the EL Designee and Title III will analyze student work and English Learner Monitoring Roster in order to provide small group differentiated instruction during Designated ELD to deliver targeted instruction and provide strategic support as needed.	08/18/2020 06/10/2021	Principal, Assistant Principal will conduct classroom observations and provide actionable feedback to ensure that teachers implement effective strategies addressed at professional development sessions.

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*

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Title III Coach provided by the local district will support effective classroom instruction in collaboration with the EL Designee. 1) Teachers will deliver Designated ELD instruction using the district created ELD Start Smart lessons and SOAR frames. 2) Teachers will incorporate Constructive Conversation Skills as part of rigorous designated ELD lessons across the content areas. 3) Teachers will include clear language objectives in their lessons and systematically incorporate a variety of proven research-based strategies that make instruction accessible and meaningful to EL learners such as Thinking Maps, sentence frames, pull out and talk/write, shared writing, Talk Moves, read-alouds, tapping prior knowledge, explicit teaching of academic vocabulary development, and the use of realia. 4) Teachers will analyze student work and English Learner Monitoring Roster in order to provide small group differentiated instruction during Designated ELD to deliver targeted instruction and provide strategic support as needed.</p>	<p>08/18/2020 06/10/2021</p>	<p>Student language samples will be collected and analyzed by teachers in collaboration with the EL Designee to gauge progress. DIBELS benchmark and periodic monitoring scores will be used for students in K-2 to ensure acquisition of foundational reading skills. For students in grades 3-6 in addition to DIBELS and the Reading Inventory for 6th grade, their performance on the IABs will be used to gauge effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor professional development, grade level meeting agendas, sign-ins, and Learning Cycle planning protocol forms. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers that is linked to the TLF and professional development outcomes.</p>

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
<p>Intervention programs (after school or on Saturdays) will be implemented that are well structured and that target foundational literacy skills and accelerating language development and other areas of need for students in the Beginning and Emerging levels. Teachers will supplement student learning with additional time on Amplify for grades K-2 and other learning programs that support language development and utilize effective technology tools to enhance student learning. Intervention will target students that scored below the Moderately Developed level in the ELPAC.</p>	<p>08/18/2020 06/10/2021</p>	<p>Student language samples will be collected and analyzed by teachers in collaboration with the EL Designee to gauge progress. CORE assessments will be used to monitor students in K-2 to ensure acquisition of foundational reading skills. For students in grades 3-6 in addition to DIBELS monitoring and the Reading Inventory for 6th grade, their performance on teacher-created formative assessments will be used to gauge effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor student attendance and adherence to planned program.</p>

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
<p>Parents will build their capacity as learners by becoming knowledgeable about the English Language Development Standards and the reclassification process. They will develop a repertoire of skills that will promote language acquisition at home. Special emphasis will be placed on ensuring they are empowered to have data driven conversations with teachers and their child to address learning needs and support progress. The following workshops are planned (dates are subject to change to accommodate ELAC mandated topics):</p> <ul style="list-style-type: none"> • Master Plan for English Learners (9/20) • ELD Standards and Start Smart lessons (10/20) • Designated ELD Instruction (11/20) • Reclassification Criteria for English Learners (12/20) <p>Parents will learn about English Learner Programs and participate in the ELAC by attending an orientation and regular meetings held throughout the year. ELAC agenda topics that address reclassification include: EL Master Plan; Language Census; EL Student Achievement Data; Monitor ELD</p>	<p>08/18/2020 06/10/2021</p>	<p>Evaluations for parent workshops will be used to determine effectiveness and collect data on parent understanding. Principal, EL Designee, and Instructional Coach with the support of the Community Representative, will schedule workshops and monitor agendas and sign-ins for participation.</p>

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**

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:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input checked="" type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	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

According to the results of the 2019-2020 School Experience Survey 96% of students, 58% of parents, 72% of staff, and 75% of teachers participated in the survey. 85% of student responders feel they are part of the school. Only 42% of students feel that kids at their school are kind to each other, which was the most significant low percentage of all reported questions. 83% of parent responses indicate they agree that the school includes them in decisions made about their child's education but only 76% agree that teachers respond to their needs in a timely manner. Only 74% of parents reported feeling welcomed to participate at this school. 66% of the staff reports the school promotes personnel participation in decision making that affects school practices, an improvement of 6% compared to last year. 52% of teachers surveyed felt that what they learned in professional development provided in school addressed their student's needs and 52% agreed that the Educator Development and Support process helped them improve their teaching and learning. 44% agreed that the professional development at this school is differentiated for my level of teaching experience. Out of the 556 students enrolled in February, 153 have parents registered in Parent Portal (27%). We have an active PTA and a parent volunteer programs that enables parents to help with the morning drop off and actively participate in all school-wide events.

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

The lower response rate for the parent surveys (drop from 69% to 58%) can be attributed to many families misplacing the survey and not following up with the online survey. Additionally, it was noted that many surveys were turned in with incorrect markings or missing responses and the number not counted is unknown. The student responses increased from 84% last year to 96% this year, but it is still not 100%. The low agreement level by teachers for the efficacy of professional development and teaching practice and the link to EDSP indicates a lack of consistent linking of focus strategies highlighted in professional development and expected application in classroom instruction. Classroom observation were inconsistent and actionable feedback was not directly linked back to Teaching standards and professional development. Another low agreement level noted for teachers as the professional development being differentiated for their level of experience can be attributed to the limited opportunities to have breakout sessions due to not having the waiver and having only 26 Banked days available. Despite the schoolwide campaign to support parents in registering for the Parent Portal and having our community representative support registration daily for parents who come to the Parent Center, many parents have opted not to enroll.

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

Anton did not meet the objectives and this is partially attribute to the goals being set quite high based on the available data. The school will continue to use every resource available to effectively communicate with students, parents, staff and teachers the importance of their participation in the annual School Experience Survey. In particular, the leadership team in conjunction with the community representative will coordinate the SES Campaign to include incentives to increase participation of all stakeholders. Workshop sessions will focus on reviewing the survey and addressing questions and providing support and time during the school day to complete the survey. Monthly calendars and Blackboard messages will be sent periodically to remind stakeholders of the SES deadline. To improve the Parent Portal registration process, additional technology devices need to be secured for parent volunteers that have been trained to use at schoolwide events with large number of parents present to set up registration tables to help parents set up an email account and activate their pin on site. Special attention will be given to the teacher concerns regarding professional development and committees will be formed to give input to PLC and SLC in planning professional development development to match teacher self-identified need beyond the district priorities.

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

By June 2021, students who agree that kids at this school are kind to each other will increase 18% from 42% to 60% as measured by the 2020-2021 School Experience Survey.
By June 2021, parents who state "I feel welcome to participate in this school" will increase 6% from 74% to 80% as measured by the 2020-2021 School Experience Survey.
By June 2021 the percent of students who have at least one parent registered for Parent Portal will increase 10% from 27% to 37% as measured by the Focus Dashboard.
By June 2021, staff state "I feel comfortable talking with the school leadership about issues and concerns" will increase by 10% from 59% to 69% as measured by the 2020-2021 School Experience Survey.
By June 2021, teachers who state "The professional development at this school is differentiated for my level of teaching experience" will increase 10% from 44% to 54% as measured by the 2020-2021 School Experience Survey.

*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
<p>Parents will be engaged through workshops that will help them support thier children's academic achievement. Community Representative will maintain a clean and organized parent center to welcome and assist parents. The community representative will organize and provide parent workshops annually on the following topics (dates are tentative and subject to change):</p> <ul style="list-style-type: none"> • Grade-specific expectations in English Language Arts and Math (9/20) • Becoming a parent volunteer in the classroom to support instruction (11/20) • PTA Presentation and Recruitment (12/20) • Holding data conversations with teachers about student progress (1/21) <p>The Community Representative will have a role in supporting parents of English learners. The Community Representative will support the EL Designee in scheduling ELAC Orientations and Council meetings and coordinate workshops to build parent capacity to support their child meet reclassification criteria and deepen their understanding of the English Language Development standards. Workshops will also focus on skills to promote language acquisition at home and the role of the SSPT process in monitoring EL progress. The Community Representative will set up an ESL class to support parent learning. The Community Representative will also coordinate with outside agencies and non-profit organizations to provide workshops on Mental Health, Parenting Strategies, Nutrition, and Healthy Living. Workshops will be held at the parent center include (dates are tentative and subject to change):</p> <ul style="list-style-type: none"> • Master Plan for English Learners (9/20) • ELPAC Results and Individual Reclassificatin Plans (10/20) • Weekly Parent Portal Registration Support • Designated/Integrated ELD Instruction (11/20) • DIBELS and SBA Purpose and how to understand student level reports (1/21) • Writing strategies (3/21) • Technology at Home and at School (4/21) 	<p>08/18/2020 06/10/2021</p>	<p>Principal and Leadership Team will examine School Experience Survey data to determine how much do parents feel welcomed at our school and with the assistance of the Communitive Representative will maintain ongoing communication with parents/guardians and school community. Principal will schedule and monitor attendance during activities and review agendas and sign-ins.</p>
<p>The staff and teachers at Anton will be engaged through multiple opportunities to provide input and feedback (i.e. surveys, verbal feedback, and Schoology). Monthly staff Attendance Recognition breakfast will be conducted and shared in the weekly bulletins. Staff will be encouraged to complete the School Experience Survey and data will be shared to identify collaboratively areas to improve. Staff will also organize and hold events that highlight the visual and performing arts (VAPA), and invite families and community members to attend. These events include the Winter Holiday Program (12/20), Cinco de Mayo Program (05/21), and STEM Astronomy Night (5/21).</p> <p>At Anton ES staff and students will be engaged through the following activities:</p> <ul style="list-style-type: none"> • Back-to-School Night (9/20) • Student Awards Assemblies every trimester (11/20, 3/21, 6/21) • Open House (4/21) • STEM Astronomy Night (5/21) • Attendance Recognition Certificates every semester (2/21, 6/21) 	<p>08/18/2020 06/10/2021 New</p>	<p>Principal and Leadership Team will examine School Experience Survey data to determine how staff are engaged at our school and with the assistance of the Communitive Representative will maintain ongoing communication with parents/guardians and school community. Principal will schedule and monitor attendance during activities and review agendas and sign-ins.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Students at Anton will be egaged through events organized by staff that highlight student contributions and participation. These events include the Winter Holiday Program (12/20), Cinco de Mayo Program (05/21), and STEM Astronomy Night (5/21). At Anton ES staff and students will be engaged through the following activities: <ul style="list-style-type: none"> • Back-to-School Night (9/20) • Student Awards Assemblies every trimester (11/20, 3/21, 6/21) • Open House (4/21) • STEM Astronomy Night (5/21) • Attendance Recognition Certificates every semester (2/21, 6/21) 	08/18/2020 06/10/2021 New	Principal and Leadership Team will examine student participation in school wide events. School Experience data will be evaluated to determine how students are engaged at our school. Principal will schedule and monitor attendance during activities and review event programs and sign-ins.

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

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
<p>Parent Portal registration and use will be communicated to parents, teachers, staff, and students using multiple methods including personal invitations, Blackboard/ConnectED messages, parent calendars and flyers. The school will use every resource available to effectively communicate to our families in a manner that addresses the various family structures and language needs. We will send home:</p> <ul style="list-style-type: none"> • monthly calendars (mailed out at the end of the previous month) <p>To promote parent center activities, reminders to parents will be made via:</p> <ul style="list-style-type: none"> • flyers (sent home 2 weeks before event) • Blackboard connect-Ed phone calls English and Spanish (made 3 days before the event) • News and Special Events posted on Anton ES website <p>Effective communication will also be supported during SSC and ELAC meetings. The parent center will serve as our main hub for all parent communications and educational and socializing opportunities.</p> <p>At Anton ES, communication with students will be supported with the following:</p> <ul style="list-style-type: none"> • Monthly assemblies (school-wide) • Back-to-School Night • Open House • Weekly announcements (through the P.A. system) • In-class teacher announcements. • Schoology • Google Classroom <p>At Anton ES, communication with staff will be supported with the following:</p> <ul style="list-style-type: none"> • Weekly Bulletins and Interoffice Memos • Back-to-School Night • Open House • Weekly announcements (through the P.A. system) • Professional Development meetings/trainings • Schoology 	<p>08/18/2020 06/10/2021</p>	<p>Principal and Assistant Principal, with the support of the Community Representative and the Instructional Coach, will schedule activities, monitor event attendance, and review agendas and sign-ins. Monthly data will be collected on Parent Portal registration to ensure effective communication.</p>
<p>Supplemental Instructional Materials (\$522) to provide parents access to handbooks and parent resource books on a check out basis to support their child's socio-emotional well-being, academics, and behavior. Brochures and other bilingual literature to provide additional information presented workshops will be given to participating parents. Literature will be purchased for parents to check out and participate in a monthly book club sponsored by one of the out of classroom leadership team members and coordinated by community representative. Some of the titles include Esperanza Rising, The 5 Love Languages of Children, and the 7 Habits of Happy Kids and The 7 Habits of Happy Families. We will also purchase composition books for journaling.</p>	<p>08/18/2020 06/10/2021 New</p>	<p>Principal and Assistant Principal, with the support of the Community Representative and the Instructional Coach, will collect data through surveys and evaluations to determine effectiveness of resources shared. Agendas, sign-ins, and evaluations will be used to determine effectiveness of efforts.</p>
<p>General Supplies technology ((\$3,750) Chromebooks will be available for parents to use in the Parent Center for Parent Portal registration during the day and during school-wide events. These Chromebooks will also be used by community representative to develop parent technology skills and support their access to Parent Portal and other district online resources.</p>	<p>08/18/2020 06/10/2021 New</p>	<p>Principal and Assistant Principal, with the support of the Community Representative and the Instructional Coach, will schedule activities, monitor event attendance, and review agendas and sign-ins. Monthly data will be collected on Parent Portal registration to ensure effective use of Chromebooks.</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Non-Capitalized Equipment Other (\$1,500) will be used to purchase a Chrome cart to store Chromebooks and charge them for daily use. This will enable Community Representative to keep the technology secure under lock and key and enable the Chromebooks to be moved to other locations for use in school-wide afterschool events to facilitate parent registration for Parent Portal as well as support parent workshops on the use of technology.</p>	<p>08/18/2020 06/10/2021 New</p>	<p>Principal and Assistant Principal, with the support of the Community Representative and the Instructional Coach, will schedule activities, monitor event attendance, and review agendas and sign-ins. Monthly data will be collected on Parent Portal registration to ensure effective use of Chromebooks.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	40125 - NON-CAP EQUIP-OTHER	N/A	N/A	40125	1,500	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	3,750	0.00	100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	522	0.00	100

**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:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Focus Dashboard

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

The percentage of students meeting the 96% attendance goal reported by LCAP Scorecard for 2018-2019 indicates 79.2% met the goal and of the 532 students monitored, while the chronic absenteeism rate was 8.8%. According to the Focus Dashboard as of January 2020, 70.99% of 586 students were within the Proficient to Advanced band, 18.09% fell within the Basic band, and 10.92% were in the Chronic absence band. The CA Dashboard data counted 692 students of which 15.8% were chronically absent, an increase of 9% compared to 2017-2018. Of these, 19.4% were identified as being Students with Disabilities. 12.7% of the students with chronic absences are English Learners per the CA Dashboard data. As of the 100th day of school, 66.8% of students (394 students) reported by MyData have met the 96% attendance goal, but the chronic absenteeism rate is 10.2% (60 students). Staff attendance as reported by the YTD Summary for June 2019 was 49% at eh 96% goal missing the district target of 80% by 31%. Mid-year attendance data revealed that 70.99% of students fell within the Proficient/Advanced Attendance band while 18.09% were within the Basic Attendance band as measured by Focus Dashboard. Of the 586 students monitored, 10.92% were at the Chronic Absence band. These students were targeted for support by PSA.

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

Chronic absenteeism continues to be an area of need for students and a couple of staff members with recurring, chronic health issues. The mixed results of SARTs despite PSA following up with families and home visits are contributing factors. Our current efforts to provide assistance and support to families of students with chronic absences have not yielded that expected results and many cases have moved onto SARBs. Lack of parent follow through has negatively impacted our ability to provide timely intervention for students with chronic absences. Also, inconsistent practice in inclusion in the SSPT process for students with attendance problems has led to gaps in service that need to be addressed.

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

We are on target to meet the objective for the percentage of students meeting the 96% attendance goal for our overall population. The focus for the 2018-2019 school year was on continuing the school-wide campaign to provide students with incentives to attain the 96% attendance goal and class recognition motivated students to attend school regularly. Providing psycho-emotional supports for at risk students by the PSW was also effective in addressing issues that had historically impacted attendance. The PWS provided counseling to students with difficulty adjusting to school and building resilience and enhance their social skills which contributed to their improved attendance. Staff recognition every semester contributed to staff attendance improvements but we are not sure the goal will be met.

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

The chronic absenteeism rate has increased and this will continue to a focus in the coming year. Anton will emphasize close monitoring of individual cases and include these in the SSPT process to provide families with supports to address issues contributing to chronic absenteeism. Community Representative will secure County and non-profit organization supports to provide parenting classes to address identified issues impacting attendance and these will be part of the SART contracts before cases escalate. PSA counselor and administrators will work consistently on coordinating and following up with parents of students with chronic absence. Attendance data will also be drilled down to the student level for teachers and staff to target individual students at the Basic band to maintain attendance and prevent these from falling to chronic absenteeism.

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.**

By June 2021, the percentage of students meeting the 96% attendance goal will increase from 79.2% to 82% as measured by My Data.

By June 2021, the percentage of students with chronic absences will decrease from 10.2% to 9% as measured by My Data.

By June 2021, the percentage of English Learner students with chronic absences will decrease from 12.7% to 10% as measured by CA Dashboard.

By June 2021, the percentage of Students with Disabilities with chronic absences will decrease from 19.4% to 15% as measured by CA Dashboard.

By June 2021, the percentage of students identified as socioeconomically disadvantaged that are chronically absent will decrease from 15.7% to 12.7% as measured by CA Dashboard.

By June 2021, the percentage of Hispanic students that are chronically absent will decrease from 15.4% to 12.4% as measured by CA Dashboard.

By June 2021, the percentage of Students with chronic absences will decrease from 15.8% to 12% as measured by 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).

Focus Area: Lesson Planning, Data Analysis, and Professional Development 100% Attendance

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
PSA Counselor will provide professional development to staff on the importance of good attendance as well as how attendance directly relates to improved achievement. The PSA Counselor will implement strategies and activities to reduce chronic absenteeism as well as improve the overall student attendance rate. The PSA counselor will also provide parent education workshops that address the activities parents can implement to improve student attendance and school readiness. The PSA will analyze data trends and inform staff on effective interventions that will increase overall attendance rates.	08/18/2020 06/10/2021	Principal will monitor the activities of the PSA and will receive weekly updates on the family referrals, home visits, and review attendance data to evaluate success of incentive programs. Monthly and quarterly attendance reports will be used to determine if PSA has been successful at improving attendance rates and action plans will be created to address additional needs.
PSW will provide workshops to help staff address the social -emotional and behavioral factors that may impede student progress. The PSW will provide individual and group counseling to follow up on parent, teacher, and SSPT referrals. PSW will also offer parent education and training that address challenges to learning and promote social-emotional growth.	08/18/2020 06/10/2021	Principal will monitor the activities of the PSW and will receive weekly updates on individual counseling, family referrals, home visits, and social-skills groups to evaluate success of interventions, strategies, and Restorative Justice efforts. Quarterly attendance reports will be cross-referenced with PSW caseload to determine if PWS has been successful at improving attendance rates and action plans will be created to address additional needs.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	N/A	N/A	12103	50,379		100
CE-ESSA T1 Schools (7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 2 Days)	N/A	N/A	13114	50,379	0.00	100

Focus Area: 100% Attendance, Suspensions, School Safety, and Other Supports Interventions 100% Attendance

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
School Nurse will provide supplemental services including, ensuring at-risk student health and welfare and mitigating health issues that impede student attendance and learning, including counseling with students and parents as well as referrals to community agencies. The School Nurse will provide staff development in health-related issues that may impact student engagement and academic achievement. School nurse will also provide health-related counseling and education for parents and families.	08/18/2020 06/10/2021	Principal will monitor nurse's activities through observation and will receive weekly updates on students' health issues.

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

***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
<p>The PSA counselor and the School Attendance committee will implement a school wide attendance incentive program that recognizes students with outstanding and perfect attendance. Students will be recognized at grade level assemblies that are scheduled so that parents may attend. Attendance will be monitored monthly and information will be shared with parents during SSC and ELAC meetings as well as Coffee with the Principal events.</p> <p>PSW and the PSA counselor will provide parent workshops that support the goal of improving attendance and reducing suspensions. Workshops include:</p> <ul style="list-style-type: none"> -Home Routines to Improve Attendance (10/20) -Positive Discipline at Home and School (12/20) -Motivation and Positive Mindsets (2/21) -Anton's Positive Behavior Plan (3/21) 	<p>08/18/2020 06/10/2021</p>	<p>Principal will schedule workshops and collect evaluations to determine parent understanding of material presented and next steps needed. Community Representative will collect agendas and sign-ins to monitor parent participation and report to principal.</p>

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?

A review of the resource allocations and school-wide practices reveal that Anton Elementary lacks meaningful access to intervention for all at-risk students. The school's intervention program over the last two years has not been available to all at-risk students. Last school year, the intervention classes were funded after the second allocation of Title I was approved and was limited to a 15-hour Saturday session with no afterschool classes offered. The school year two separate sessions will provide small group instruction and tutoring in ELA and math by our teachers three days per week or for three hours per 5 Saturdays for students identified as being at risk of not meeting grade level standards or who have below standard results in SBA. Based on review of student participation records from 2018-2019, however, it has become clear that students most at risk did not actually participate in the program due to only five classes being offered in the Spring of which only 2 were available for K-3 students. This school year, the school invited 47 K-3 students to participate in the first semester after school ELA session and 60 students in grades 4-6 to participate in the Saturday Math/ELA session; in total 92 students attended the program. Although the number of at-risk students identified was 240 students, only 38% participated. Data from pre- and post-session assessments confirms that at-risk students who have participated in the intervention program make academic gains, the 15 hours is not enough to address their needs. Based on our root cause analysis, which has included close examination of MyData reports for at-risk students and the high number of students scoring well-below benchmark in the Middle of the Year DIBELS 8 across all grade levels, our intervention program is not addressing the identified needs. Our school's decision to use our resources to offer intervention after school and on Saturdays in 15-hour sessions to offer more students access has in turn led to inequitable access to intervention support for at-risk students. Anton Elementary also has inequitable use and distribution of Teacher Assistant services. Our school has been using its Title I and TSP funds to purchase five (3) 4-hour teacher assistant (TA) positions and two (2) 3-hour teacher assistant (TA) each year. They are assigned to support Kindergarten teachers with ELLP and help supervise Kinder classes for recess and lunch. Based on our review of SBA, ELPAC, and DIBELS data, however, we have noticed that students in our English Learner and socioeconomically disadvantaged student subgroups continue to experience comparatively low levels of performance in both ELA and Math. We are realizing that we need to reconsider the way that our school is using its TA positions in order to deploy them more equitably and ensure that we maximize their impact on student achievement for at-risk students. We also need to figure out how we can increase the professional capacity of our TAs to provide more effective instructional support in the upper grade classroom which have several newcomer students to meet the diverse needs of our at-risk students. Based on data review, the school has identified an equity concern regarding the low percentage of socio-economically disadvantaged and English Learners who are identified as gifted and talented. In the current year (2019-2020), the school's student population of 585 includes only 27 students identified as gifted and talented (11 are 4th graders, 9 are 5th graders, and 5 are 6th graders). Our GATE identification rate is below the district goal of 6%. Only one of this gifted and talented student group is an English Learner and 6 are Reclassified Fluent English Proficient (RFEP) students, even though English Learners and RFEP students constitute 24% and 14%, respectively, of the school's total student population. The school did not have an assigned GATE coordinator last school year and this school year has a new Coordinator to facilitate the identification process but no school-wide campaign has been put in place and we need to start by providing our teachers with training on the process. The school is in the process of gathering and reviewing data and information regarding the school's rates of referral for GATE assessment in order to inform further analysis of the causes for this disproportionate identification of EL and RFEP students as gifted and talented, and determine how our school might better use its resources to address this inequitable student outcome.

2. Which inequities are priorities for the school to address?

The inequities in interventions provided to our at-risk learners during and beyond the school day and the use of Teacher Assistant to support our at-risk students across all grade levels are the priorities to be addressed.

3. How will the school address these inequities?

In consultation with our key stakeholder groups (teachers, parents, and students), the school is in the process of researching alternative approaches and scheduling options for intervention, as well as potential ways to remove or reduce barriers to participation, in order to provide more meaningful access to intervention for at-risk students that is tiered and supported during the school day and extend to afterschool and Saturday sessions. Teachers need to time to collaborate more consistently in planning the instructional foci of Early Language and Literacy Program (ELLP). Some of the ideas discussed were embedding collaboration around data to strategically plan Tier 1 and Tier 2 instruction; Including data chats with principal to set goals for class and individual students; and the use of Teacher Assistants to support classes with large number of at-risk students identified by DIBELS data to support literacy development as well as giving teachers with impacted classes more support from the Coaches for planning and coteaching lessons. Another idea currently on the table is training all K-3 teachers on the use of the 95% Group intervention program as well as on the use of the Heggerty phonemic awareness resources and securing these for every teacher to strengthen the Benchmark intervention program. The most promising idea is the creation of intervention opportunities within the daily bell schedule in the form of a Learning Center led by an intervention teacher that will provide tier 2 and tier 3 intervention supports daily for 30-45 minutes to small groups of students with similar needs. The intervention teacher can also train and schedule TAs to push in to classes with small groups requiring a double dose of support with tier 1 instruction.

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.

The school has identified parent refusal of beyond the bell interventions as a factor that contributes to lack of participation of our at-risk students in these opportunities and contributes to their lagging behind in critical skills to demonstrate adequate progress towards meeting grade level standards. Parents decline invitation due to lack of childcare or conflicting schedules with sports and other activities, which are factors beyond the school's control.

EVIDENCE-BASED INTERVENTIONS

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

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

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

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

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

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

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

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

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

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

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

New
 Continuing

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

Response to Intervention (RTI) model supported by an intervention teacher embedded within MTSS.

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

Our school has identified a Response to Intervention (RTI) model as our evidence-based intervention intended to help us improve outcomes for at-risk students in ELA and Math as part of an MTSS. Based on our data and root cause analysis, we have determined that our at-risk students need targeted and effective support in developing grade-level proficiency in reading and math. RTI is a schoolwide prevention/intervention model to increase student achievement (Brown-Chidsay & Steege, 2010; Haager, Klingner, & Vaughn, 2007; Jimerson, Burns, & VanDerHeyden, 2007) and promises to be the most effective means for us to respond to a-risk students' needs by providing then supplemental support in areas identified by screening tests. Intervention teacher and selected Teacher Assistants will provide Tier 2 instruction outside the time dedicated to the core instruction in groups of 5-8 students for 30-45 minutes at least four times a week and focus on providing increased opportunities to practice and learn skills taught in the core (Baker, Fien, & Baker, 2010; Vaughn Wanzek, Woodruff, & Linan-Thompson, 2007). For students requiring additional supports, or those that have not responded to this second Tier within a 10-week period, Tier 3 support provided by the intervention teacher will be modified to ensure that at-risk students are taught in groups of 1-4 and that instruction is increased to 45-60 minutes daily. The intervention teacher will have a dedicated room to provide RTI and will plan targeted instruction that complements and supplements core instruction, without interrupting, conflicting with, or cutting instructional time from core blocks to ensure that participating students practice with the academic language and concepts demanded by grade level standards taught in the core program. Our school will implement RTI on a daily basis following a staggered schedule during extended ELA and Math instruction. The intervention teacher will be funded using Title I funds.

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

In order to evaluate the impact of our evidence-based intervention on student outcomes and our efforts to improve in our targeted area(s) of need, as identified in response to Prompt #1 above and in the Goal Pages of our School Plan for Student Achievement (SPSA), the school will use the following measurable objective(s) set forth in our SPSA: By June 2021, the percentage of K-2nd grade students scoring benchmark or above benchmark on the 2020-2021 EOY DIBELS 8 will increase from 58% to 60%, an improvement of 2% as measured by DIBELS 8. By June 2021, students in grades 3-6 will increase the average standards met (distance from 3) on the English Language Arts SBA by 10 points from 42.3 below standard to 32.3 below standard in order to move up the next performance level and move back to yellow band as measured by the CA Dashboard. By June 2021, students in grades 3-6 will increase the average standards met (distance from 3) on the Mathematics SBA by 12 points from 53.5 points below standard to 43.5 points below standard in order to improve performance level and move back to the yellow band as measured by the CA Dashboard. The school will monitor our progress toward achieving our ELA and Math objectives by setting and evaluating our achievement of appropriate progress goals to be measured by periodic assessments, including DIBELS 8 progress monitoring, Interim Assessment Blocks (IABs), and periodic assessments in Math based on commonly created grade level tasks. At the beginning of the year, the school will use DIBELS 8 as a screening instrument to determine student reading levels, and then use subskill target measures subtests to monitor student progress bi-monthly. In addition, students participating in RTI for math support will be given diagnostic math assessments to identify target skills and curriculum-based assessments to measure progress. School leadership and grade level teams will collaboratively review and analyze the results of the interim assessments to determine whether students are making adequate progress in the program and identify potential barriers to progress, as well as to inform instruction. Students who are not making adequate progress will be recommended for after-school or Saturday intervention when available. In order to ensure high quality implementation of the RTI model and Learning Center, which is necessary to maximize its effectiveness, the Principal and Assistant Principal will regularly observe and provide actionable feedback to intervention teacher, using a strategic observation and feedback tool. The Instructional Leadership team including the Title III and Instructional Coach will also support the intervention teacher in periodic review of progress monitoring data, identification, and discussion of program strengths, challenges, and strategies for improved delivery. Sending teachers will also meet periodically with intervention team to review progress and collaborate on the focus of instruction for individual 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.

N/A

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

William R. Anton Elementary School provides professional development, workshops, and student assembly presentations to teachers and staff, parents, and students related to the following topics:

- A-G Requirements
- ELA and Math Learning Progressions
- Strategies to address the social/emotional/behavioral factors that may impede student progress.

Anton ES will continue to participate in GO East LA and will maintain the partnership with CSULA EPIC Program that provides students and parents the opportunity to participate in a variety of activities. These events/activities support students with tutoring on a weekly basis by CSULA students and parents in becoming more knowledgeable about college readiness and admission requirements for the California State University and University of California system, as well as other post-secondary educational institutions.

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.).

Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely assistance are described in the English Language Arts Goal pages at the section entitled "Interventions Beyond the Regular School Day and Other Supports," and in the Social/Emotional Goal pages in the section entitled "Social/Emotional Interventions." In addition, Anton will implement the Multitiered Systems of Support and has a clearly set procedure for teachers and parents to refer students to the SSPT process to address strategies and interventions on a case by case basis. PSA and PSW are an integral part of the SSPT and support students and families as described in the TSP Plan.

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.

This school-wide plan was developed with involvement of parents, other members of the community and staff. Parents and community members were able to provide input and feedback during regularly scheduled SSC and ELAC meetings. Agendas for SSC and ELAC consistently addressed the plan's goals and the needs assessment. Data was reviewed, analyzed, and discussed to collaboratively develop SMART goals. Grade level teams met to review data, assess progress toward meeting goals, and make recommendations. Teacher teams and other staff offered input and feedback and helped with creating SMART goals.

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:

At William R. Anton Elementary School, we have Early Transition Kindergarten (ETK) and Transition Kindergarten (TK) programs along with the William R. Anton Early Education Center (EEC) adjacent to our elementary school. Instructional Coach has visited the EEC to give parents information for our new DUAL Language Program. An orientation is held for all entering Kindergarten students. Our ETK, TK, and EEC classes participate in many school wide functions, mix with our kindergarten classes during certain parts of the day in order to transition the students to our elementary school-wide programs. Preschool Teachers use the Creative Curriculum and the California Preschool Learning Foundations to guide instruction. School leaders ensure that teachers and assistant are properly trained, attend trainings provided by the Early Ed office. and are implementing the Creative Curriculum and Preschool Standards in the classroom regularly with lots of outdoor lessons and exploration to ensure instruction is developmentally appropriate, has a socio-emotional and oral language development focus, and is play and learning center based. Instructional Coach supports ETK teacher by cognitive coaching, co-teaching lessons and sharing best strategies for our young learners to be prepared to transition to Kindergarten successfully.

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:

The East LA CoS team will continue to support the Anton leadership team with the identification of their problem of practice, the design of their Theory of Action and PD plan to address it. Ideas for formative and summative data gathering and analysis with recalibration when needed is part of that plan.

Local District East Directors and administrators will continue to analyze data with school teams that include achievement data in: English Language Arts (ELA), Math, English Learner Progress, Graduation, College/Career, Attendance, School Climate, and Suspension rates.

Other data sets that will be reviewed with school teams are: the number of classroom tasks that are aligned to ELA and Math grade level Standards; the Depth of Knowledge (DOK) levels in the task; and, the observation of equal intensity of Rigor in Math as defined in the California Framework (Conceptual Understanding, Procedural Skills/Fluency and Real World Application). English Language Arts tasks will be reviewed to insure they include an integration of two or more strands (Reading, Writing, Speaking/Listening, Language) grounded in evidence from both literary and informational text.

Based on our Local District Foci: Engaging students in rigorous Standards based tasks, Establishing Multi-Tiered Systems of Support and Leadership development, school teams will be supported in addressing the development of grade level Standards based tasks, student engagement in the planned tasks and the formative assessment of student performance on tasks.

There will be ongoing observation and support of professional development with an emphasis on creating grade level Standards based tasks, student engagement in the planned tasks and the formative assessment of student performance on tasks. Principal Supervisors will give principals and school teams feedback on their progress towards providing student engagement of grade level Standards based tasks 100% of the time.

Multitiered Systems of Support will be implemented to foster a positive climate and social emotional learning.

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 Profcncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10247 10247 - DIFF INSTL COACH ELM	<input type="checkbox"/>	0.00 914	0.00 0	0.00 0	0.00 0	0.00 0	0.00 914
10377 10377 - TCHR RELEASE DAY/HRS (6 Hrs)	<input type="checkbox"/>	0.00 7,620	0.00 0	0.00 0	0.00 0	0.00 0	0.00 7,620
107762 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	<input type="checkbox"/>	4.00 48,423	0.00 0	0.00 0	0.00 0	0.00 0	4.00 48,423
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	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)	<input type="checkbox"/>	1.00 69,682	0.00 0	0.00 0	0.00 0	0.00 0	1.00 69,682
12103 12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	<input type="checkbox"/>	0.00 50,379	0.00 0	0.00 0	0.00 0	0.00 0	0.00 50,379
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 2 Days)	<input type="checkbox"/>	0.00 50,379	0.00 0	0.00 0	0.00 0	0.00 0	0.00 50,379
13280 13280 - NONREGC TCHR EL 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 120,470	0.00 0	0.00 0	0.00 0	0.00 0	1.00 120,470
13454 13454 - INSTRL COACH EL C1T (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00 69,682	0.00 0	0.00 0	0.00 0	0.00 0	1.00 69,682
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	0.00 -14,048	0.00 0	0.00 0	0.00 0	0.00 0	0.00 -14,048
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	0.00 -4,842	0.00 0	0.00 0	0.00 0	0.00 0	0.00 -4,842
40125 40125 - NON-CAP EQUIP-OTHER	<input checked="" type="checkbox"/>	0.00 0	0.00 0	0.00 1,500	0.00 0	0.00 0	0.00 1,500

40127	<input type="checkbox"/>	0.00	0	0.00	0	0.00	3,750	0.00	0	0.00	0	0.00	3,750
40127 - GEN SUPPLIES TECHNO													
40269	<input type="checkbox"/>	0.00	1,804	0.00	0	0.00	522	0.00	0	0.00	0	0.00	2,326
40269 - SUPPLMTL INSTRL MAT													
40239	<input type="checkbox"/>	0.00	18,020	0.00	0	0.00	179	0.00	0	0.00	0	0.00	18,199
POTENTIAL FNDING VAR													
40261	<input type="checkbox"/>	0.00	31	0.00	0	0.00	0	0.00	0	0.00	0	0.00	31
PENDING DISTRIBUTION													
Total		7.00	419,275	0.00	0	0.00	5,951	0.00	0	0.00	0	7.00	425,226

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**