

Los Angeles Unified School District
School Plan for Student Achievement

2020-2021

Implementation

NOBLE AVE EL (1560301)



Superintendent
Austin Beutner

Board Members

Dr. George McKenna III
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SCHOOL IDENTIFICATION

School Name: NOBLE AVE EL (1560301)

Local District: NE

CDS Code	County		District					School					
	1	9	6	4	7	3	3	6	0	1	8	3	9

For additional information on our school programs contact the following:

Principal: LEON, MARIA E

E-mail address: mev6948@lausd.net

SPSA Designee: MARTIN, CAROLINA Position: ASMT, NONCLSRM, PREP

E-mail address: cmart35@lausd.net

School Address: 8329 NOBLE AVE, NORTH HILLS, CA 91343

School Telephone Number: 8188921151

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.

JOSEPH PRENDEZ



06/19/2020

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	JOSEPH PRENDEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved		06/19/2020 <i>Signed Date</i>
Local District EL Compliance Coordinator	CYNTHIA DIAZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	06/29/2020 <i>Signed Date</i>
Local District PACE Administrator	PATRIZIA PUCCIO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	07/21/2020 <i>Signed Date</i>
Local District Title I Coordinator	SUE FLORINDEZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	08/12/2020 <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)	01/22/2020	Cecilia Arambula

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:

02/13/2020

School plan approval appears in SSC Minutes.

Date

Attested:

Daniela Wylie



02/13/2020

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

LEON, MARIA E



05/29/2020

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:

	Allocation:	Original	Second	Third
<input type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	554,125	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: \$	7,865	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:	Amount: \$			561,990

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.)

Noble elementary is committed to lead through best instructional practices to promote student academic achievement and social emotional development to be successful in utilizing 21st century skills to be college or career ready.

School Mission

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

Noble Elementary has a positive atmosphere, hardworking, dedicated and proactive teachers and staff who serve the community, and students' academic, social, physical and emotional needs.

Noble Elementary follows the Josephson Institute policy of the “Six Pillars of Character – Trustworthiness, Respect, Responsibility, Caring, Fairness, and Citizenship.” The kid-friendly motto is “Be Safe, Be Responsible, and Be Respectful’ which aligns with the LAUSD's Discipline Foundation Policy. Noble Elementary’s goal is to lead, through best practices, in programs and services that promote student learning, development, resilience, connection, and satisfaction. We aim to maintain student support services that enhance student success and to emphasize student academic success. Noble Elementary collaborates within and beyond the campus community to enhance student achievement. Noble Elementary fosters an inclusive campus environment that is culturally responsive and sensitive to and respectful of a diverse community.

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>Noble Elementary is located in the heart of the San Fernando Valley. The school services students from North Hills, Panorama City and Van Nuys. The community is a low socio-economic status of blue-collar workers and high level of immigrants within the community.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Noble Elementary is a ETK – Fifth Grade traditional calendar school.</p>
<p>3. Indicate student enrollment figures:</p>
<p>Total enrollment of Noble Elementary is 796 for the 2019-2020 school year. (as of 2-3-2020).</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>The percentage of students that are low income and are free/reduced price lunch is 93.71% for 2020-2021.</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>
<p>Noble’s ethnic make-up is .98% African American, 1.23% Asian, 1.96% Filipino, 92.39% Hispanic or Latino, .49% Pacific Islander, and 2.45% White. Noble has 384 English Learners which is 46.99% of the student population.</p>

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:

Noble Avenue is committed to providing parents with assistance in the understanding of Common Core State Standards, the Frameworks, expectations of students' proficiency at the different benchmarks, state, curriculum and local assessments through a variety of means. These include but are not limited to: Back to School Night, Open House, bi-annual parent/teacher conferences, parent workshops, as well as in regularly scheduled council meetings. Further, there is ongoing communication in English and Spanish, about the school's programs through written and oral communication, which include: a school-wide monthly newsletter and calendar, bulletins about special events such as council meetings, displayed on the school marquee and weekly home phone calls, and text messaging with weekly information. An annual welcome letter from each teacher at the beginning of the school year provides information on grade level State standards-based curriculum, assessments district, school and classroom policies. There is regular and ongoing communication between parents and teachers, which include: progress reports, conferences, notes, newsletters and phone calls. If the need arises for any other language other than the two mentioned, we pride ourselves in seeking translation services from our stakeholders.

7. Describe other important characteristics of the school (e.g., SLC, PLC):

Directions: Check the box(es) next to the program(s) in which your school participates.

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

Other important characteristics of the school:

For the past three years, Noble continues to support the implementation and has participated in various PD's that support our school wide Restorative Justice initiative. Noble Elementary follows the Josephson Institute policy of the "Six Pillars of Character – Trustworthiness, Respect, Responsibility, Caring, Fairness, and Citizenship."

This was the fourth year of implementation where Noble Elementary incorporated ELLP focusing on building strong reading foundational skills in grades TK-2nd. Noble Elementary's goal is to lead and provide models of best practices, in programs and services that promote student learning, whole child development, resilience, connection, and satisfaction. We aim to maintain student support services that enhance student success and to emphasize on student academic success. We at Noble Elementary collaborate within and beyond the campus community to enhance student achievement. We foster an inclusive campus environment that is culturally responsive and sensitive to and respectful of a diverse community.

Noble offers one-two SAS classrooms in each grade level where students various learning modalities are nurtured. Schools for Advanced Studies (SAS) sites receive the SAS designation for their exemplary Gifted and Talented Education (GATE) implementation. By providing high-quality differentiated instruction with an emphasis on depth, complexity, acceleration and novelty, SAS sites offer high-level academic opportunities that meet the unique educational needs of K-12 gifted learners, identified in the Intellectual, High Achievement, Specific Academic, Creative and Leadership Ability categories or verified based on critical thinking/achievement.

In 2019-2020, Noble Avenue Elementary initiated two new projects to nurture student's academic and social emotional learning. One is the Innovative Design Lab where students have weekly opportunities to create, invent and collaborate with peers through educational learning opportunities utilizing LEGO's. The second is integrating Playworks, a systematic, organized structure of play on the campus playground where students have opportunities to play in a safe, fun and healthy atmosphere. Playworks provides on site support to all staff members, and introduces games to students that foster an environment with respect and inclusion. Additionally, Playworks creates equal opportunities for children to explore their imaginations, connect with other peers and grow physically, emotionally, and socially.

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	On 1-22-20 ELAC met to discuss steps to distribute Comprehensive Needs Assessment. On 2/19/20 ELAC met to discuss results of the Comprehensive Needs Assessment.	01/22/2020, 02/19/2020
<input checked="" type="checkbox"/> School Site Council	On 12-5-19 SSC met to discuss steps to distribute Comprehensive Needs Assessment. On 2-13-20 SSC met to discuss results of the Comprehensive Needs Assessment.	12/05/2019, 02/13/2020, 02/19/2020
<input checked="" type="checkbox"/> Other: Professional Development/Staff Meeting	TSP/CPA Coordinator presented/announced the Comprehensive Needs Assessment.	01/14/2020, 02/18/2020
<input checked="" type="checkbox"/> Other: Professional Development/Staff Meeting	TSP/CPA presented on the results of the Comprehensive Needs Assessment	02/18/2020

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

100% GRADUATION AND BEYOND

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

<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 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

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

Students who have a strong foundation of academic skills in English Language Arts will be better prepared for high school, college, and career success. Studies have shown that early literacy has a close correlation to high school graduation. For this measurable objective Noble focused on the Dynamic Indicators of Basic Early Literacy Skills data (DIBELS). The following were the key findings for the most updated DIBELS data:

End of the year 18-19 (EOY) DIBELS data indicated that in K, 69% of the students performed at benchmark or above benchmark. In 1st grade 59% of the students performed at benchmark or above benchmark. In 2nd grade, 67% of the students performed at benchmark or above benchmark.

Current MOY DIBELS 19-20 data demonstrates that in Kinder, 49% of the students performed at benchmark or above benchmark; in 1st grade 53% of the students performed at benchmark or above benchmark and in 2nd grade 56% of the students have performed at benchmark or above benchmark.

Studies show that adequate growth is measured in increments of 3%. For that reason, our goal will be to increase our 19-20 EOY DIBELS scores by 3% (or higher) for the proficiency levels of benchmark and/or above benchmark composite scores. We will not know the final outcome of EOY in June 2020..

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

We have identified and believe that in Kinder the academic gaps are wide due to the fact that not all entering kinder students have had a previous school experience and/or have a lack of exposure to academic English. In addition, the vast majority of entering Kinder students are English Learners. In first grade at the DIBELS MOY benchmark, a new measure is administered. The measure DORF identifies their fluency count as well as their retell and quality of their retell. Second grade has sustained the percentage of students at benchmark or above benchmark. However, in order to sustain the growth continuous differentiated and targeted instruction must continue in the early reading foundational skills as well as reading comprehension.

DIBELS 8th that was implemented this school year changed. The assessment measures that are administered at each grade level have changed from those administered in 18-19. A key finding we have is that although students may not demonstrate year to year growth, they are demonstrating cohort growth from year to year.

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

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

Noble is doing the following differently this school year: Cohort 4 will include grades K-2nd in the Early Language & Literacy Plan. Students will continue to receive core instruction that meets their needs. Noble will continue with the implementation of a new curriculum, Benchmark Advance that is aligned to the ELA/ELD framework. For prevention/intervention purposes we are analyzing student assessment probes to identify lowest deficit skills and provide additional support in after school tutoring, center and/or Saturday School. In the school year 19-20 we began providing LEXIA for students, an online research based literacy program for students.

After analyzing the DIBELS data, our findings suggest that our teachers will continue to benefit from professional development in the area of early literacy foundational skills and in understanding the ELA framework alongside the ELA CCSS. This will be the 5th year of ELLP implementation at Noble, continued Professional Development in differentiated instruction based on student needs is a continuous cycle. Further, teachers will benefit from analyzing data focusing on student Benchmark and/or progress monitoring assessment probes to identify the students areas of needs, and the student's lowest deficit skills while referring to the phonological awareness and phonics continuums presented at ELLP PD's.

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, End of Year DIBELS composite score will increase by 3% (per year) in the proficiency levels (Benchmark and Above Benchmark) in grades K, 1st, and 2nd.

By June 2021, End of Year DIBELS composite score for will increase by 3% (per year) in the proficiency levels (Benchmark and Above Benchmark) in Kindergarten.

By June 2021, End of Year DIBELS composite score for will increase by 3% (per year) in the proficiency levels (Benchmark and Above Benchmark) in First Grade.

By June 2021, End of Year DIBELS composite score for will increase by 3% (per year) in the proficiency levels (Benchmark and Above Benchmark) in Second grade.

*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
TSP/CPA duties include: Use of data (multiple measures) to identify areas of strength and need for instruction and behavior for EL's and other subgroups • Implementation of Designated ELD & Integrated ELD instruction • Delivery of professional development in MTSS framework, problem-solving model, analysis of data, school wide reclassification goal, ELPAC, differentiated instructional & strategies, and progress monitoring • Trainings and workshops for parents/ guardians that focus on TITLE 1 mandates, Master Plan topics as well as on the topics of how to support students at home • Monitoring of EL Dashboard to identify EL profiles and target the instruction based on student needs.	08/17/2020 06/11/2021	Principal will monitor the TSP/CPA Coordinator.
TSP/CPA COORDINATOR DIFFERENTIAL - based on the UTLA contract Article IX, 3.4b, non-classroom teachers paid on the Preparation Salary Table (including but not limited to counselors, "in-house deans," coordinators and advisers) who either (1) are assigned to a location other than a school site, or (2) accept a position which includes extra pay for hours and/or duties which are related to, or an extension of their basic non-classroom assignments-are to have a daily scheduled obligation of eight hours (exclusive of duty-free lunch). This item is subject to indirect cost limits.	08/17/2020 06/11/2021	Principal will monitor the TSP/CPA Coordinator basic non-classroom assignments-are to have a daily scheduled obligation of eight hours.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	117360 - CAT PRG AD C1T 27/10 (3 Hrs / 5 Days)	30444491	N/A	117360	69,682	1.00	100
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	776		100
CE-ESSA T1 Schools (7S046)	0	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,024	0.00	100
CE-ESSA T1 Schools (7S046)	0	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,421	0.00	100

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
TEACHER ASSISTANT (TA) - provides services under the direct supervision of a highly qualified classroom teacher. The TA is a student enrolled in a two- or four-year college who provides reinforcement and support of instruction to participating students in the classroom. This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) assist with parental involvement activities, (5) provide support in a library or media center, or (6) act as a translator.	08/17/2020 06/11/2021	Principal, Assistant Principal and Categorical Program Advisor will observe classrooms to monitor TA performance and effectiveness...monitor teacher assistants on a monthly basis.
TEACHER ASSISTANT HEALTH BENEFITS- The Board of Education extended health benefits to teacher assistants and playground aides, and it provides health, dental and vision coverage for teacher assistants who work at least 800 hours annually (or 4 1/2 hours a day) in a single assignment.	08/17/2020 06/11/2021	Principal, Assistant Principal and Categorical Program Advisor will observe classrooms to monitor TA performance and effectiveness...monitor teacher assistants on a monthly basis.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30331690	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30358072	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30376227	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	0	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	24,020		100

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
Teacher Tutor X-time: Teachers will work after school with small groups of intensive and strategic students to re-teach and pre-teach ELA and math lessons. Students in grade levels TK-5 will also access the software ST Math program and Lexia reading program.	08/17/2020 06/11/2021	Principal will monitor teachers. The leadership team alongside with teachers will analyze student progress data to measure effectiveness of intervention.
Teacher Non-Tutor X-time: Using the cycle of inquiry model, teachers will work outside of the regular assignment to analyze data, attend mandated PD, and develop plan to provide intervention outside their regular work hours. The intervention program or tutoring program will be during Saturday Academy and after school tutoring.	08/17/2020 06/11/2021 New	Principal will monitor teachers. The leadership team alongside with teachers will analyze student progress data to measure effectiveness of intervention.

Budget

Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	10376 - TUTOR TCHR X TIME	N/A	N/A	10376	17,741		100
CE-ESSA T1 Schools (7S046)	1000	14693 - TCHR X (NON-TUTOR)	N/A	N/A	14693	2,199	0.00	100

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
Community Representative will provide support creating a positive and welcoming environment for all Nobles' families at the Parent Center. Provide regular opportunities for family engagement by informing families about workshops that may include supporting literacy at home, A-G Graduation Requirements, CA Dashboard topics, school events, and volunteer opportunities. Ensure translation is provided at all school events and meetings.	08/17/2020 06/11/2021	Principal will monitor the numbers of parent workshops throughout the year and the attendees at each workshop. Principal will collect parent workshop evaluation to determine their effectiveness for future planning.

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 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

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

Based on the results of the 2018-2019 CA Dashboard, the key findings as related to ELA are as follows:
 All students in grades 3-5 scored 43 points below the distance from the standard as measured on the 2019 CA Dashboard in ELA. This represents a maintenance of .2 points.
 All students in the English Learner subgroup in grades 3-5th scored 59.9 points below the distance from the standard as measured on the 2019 CA Dashboard in ELA. This represents a decline of -2 points.
 All students in the Socioeconomically Disadvantaged subgroup in grades 3-5th scored 45.9 points below the distance from the standard as measured on the 2019 CA Dashboard in ELA. This represents a maintained -2.5 points.
 All students in the Students with Disabilities subgroup in grades 3-5th scored 120.3 points below the distance from the standard as measured on the 2019 CA Dashboard in ELA. This represents a decline of -3.2 points.
 All students in the Hispanics subgroup in grades 3-5th scored 46.6 points below the distance from the standard as measured on the 2018 CA Dashboard in ELA. This represents a maintained 1.2 points.

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

The root causes underlying the lack of progress for all students in ELA, including English Learners, Socioeconomically Disadvantaged students, Students with disabilities, and Hispanic student subgroups are the following: lack of mastery in reading foundational skills, including but not limited to phonological awareness and phonics. Phonological awareness plays an important role in supporting students Listening and Speaking abilities. They are essential to the progress that students will need to demonstrate in building English mastery. When students have a strong foundation of their reading skills it allows them to read and comprehend higher level texts while building vocabulary. Thus allowing them to produce writing texts in various text types such as expository/informational, narrative, and opinion texts that are all aligned to the CCSS.

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

Teachers will continue to collaborate in grade level meetings to analyze data, design lessons that align curriculum with Common Core State Standards in language arts. We will continue to provide time for the Assistant Principal to support and/or meet with all teachers in order to ensure school-wide instructional consistency within grade levels; use of rubrics and criteria charts for K-5 writing, speaking, and listening; identification of effective RtI2 Tier 1 core strategies, and use of common IAB assessments within grade levels to identify instructional implications. Teacher assistants and teachers are providing daily-targeted instruction during IWT.

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, all students in grades 3-5 will increase the average distance from standard score as measured on the 2021 SBAC-ELA by 3 points as measured by the CA Dashboard or other LAUSD data.

By June 2021, English Learner students in grades 3-5 will increase the average distance from standard score as measured on the 2021 SBAC-ELA by 3 points as measured by the CA Dashboard or other LAUSD data.

By June 2021, Socioeconomically Disadvantaged students in grades 3-5 will increase the average distance from standard score as measured on the 2021 SBAC-ELA by 3 points as measured by the CA Dashboard or other LAUSD data.

By June 2021, Students with disabilities in grades 3-5 will increase the average distance from standard score as measured on the 2021 SBAC-ELA by 3 points as measured by the CA Dashboard or other LAUSD data.

By June 2021, Hispanic students in grades 3-5 will increase the average distance from standard score as measured on the 2021 SBAC-ELA by 3 points as measured by the CA Dashboard or other LAUSD data.

*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
TSP/CPA duties include: Use of data (multiple measures) to identify areas of strength/need for instruction and SEL/behavior support for EL's and other subgroups. Collaborate with Title III Coach and ensure implementation of Designated ELD & Integrated ELD instruction is occurring according to the Master Plan. Facilitate and present professional development on the following topics: MTSS framework, problem-solving model, analysis of data, school wide reclassification goal, Initial/Summative ELPAC, differentiated instruction, constructive conversation skills, application of sentence frames/starters and progress monitoring. Calendar, and facilitate parent trainings and workshops for that focus on LCAP goals, TITLE 1 mandates, Master Plan topics and as topics on how parents can support students at home. Monitoring of EL Dashboard to identify EL profiles and target the instruction based on student needs.	08/17/2020 06/11/2021 New	Principal will monitor the TSP/CPA.
TSP/CPA COORDINATOR DIFFERENTIAL - based on the UTLA contract Article IX, 3.4b, non-classroom teachers paid on the Preparation Salary Table (including but not limited to counselors, "in-house deans," coordinators and advisers) who either (1) are assigned to a location other than a school site, or (2) accept a position which includes extra pay for hours and/or duties which are related to, or an extension of their basic non-classroom assignments-are to have a daily scheduled obligation of eight hours (exclusive of duty-free lunch). This item is subject to indirect cost limits	08/17/2020 06/11/2021 New	Principal will monitor the TSP/CPA.

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 Language Arts*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
TEACHER ASSISTANT (TA) - provides services under the direct supervision of a highly qualified classroom teacher. The TA is a student enrolled in a two- or four-year college who provides reinforcement and support of instruction to participating students in the classroom. This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) assist with parental involvement activities, (5) provide support in a library or media center	08/17/2020 06/11/2021	Principal and Categorical Program Advisor/Targeted Student Population coordinator will observe classrooms to monitor TA performance and effectiveness...monitor teacher assistants on a monthly basis.

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>INSTRUCTIONAL TECHNOLOGY SUPPORT TECHNICIAN •Inspects and diagnoses hardware malfunctions. •Troubleshoots hardware and commercial off the shelf software problems, mobile computing device hardware, software applications and peripheral devices. •Diagnoses and repairs basic technology related problems throughout a campus; contacts the Information Technology Division (ITD) regarding issues such as mobile computing, SIS/ISIS, local area networks, intrusion alarms, PA/Intercommunication systems, and telephone systems. •Sets up technology/computer labs, mobile computing carts, and mobile devices. •Provides first level support for operation to personal computer, mobile device, and peripheral equipment operation to users. •Maintains site inventory of technology hardware and software licensing; including ensuring hardware is logged, stripped and secured prior to disposal or return to vendor. •Assists in ordering technology related supplies. •May assist school administrators with maintaining an online presence, such as webpages and social networking sites as needed.</p>	<p>08/17/2020 06/11/2021</p>	<p>Principal and Assistant Principal will observe to monitor performance and effectiveness.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30383762	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30444490	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	2100	25691 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	30413751	N/A	25691	77,422	1.00	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>Teachers will work with small groups of intensive and strategic students to re-teach and pre-teach ELA and math lessons. Teachers will focus on incorporating Constructive Conversations skills and sentence frames/starters to support EL students and providing them with small group instruction that addresses the areas of need for them to including to Reclassify. Students in grade levels K-2 attend literacy academies.</p>	<p>08/17/2020 06/11/2021 New</p>	<p>Principal will monitor teachers.</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 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
Community representative will provide support creating a positive and welcoming environment for all Nobles' families at the Parent Center. Provide regular opportunities for family engagement by informing families about workshops on supporting literacy at home, SBAC format and rigor, supporting SWD and English Learners. Continue to advocate parent involvement at all school events, and volunteer opportunities. Seek and secure opportunities for collaborating with community partners. Ensure translation is provided at all school events and meetings.	08/17/2020 06/11/2021	Principal will monitor the numbers of parent workshops throughout the year and the attendees at each workshop. Principal will also collect parent workshop evaluation to determine their effectiveness for future planning.

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 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

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

Based on the results of the 2018-2019 CA Dashboard, the key findings as related to Math are as follows:

All students in grades 3-5 scored 39.9 points below the distance from the standard as measured on the 2019 CA Dashboard in Math. This represents a decline of -3.2 points.

All students in the English Learner subgroup in grades 3-5th scored 52.8 points below the distance from the standard as measured on the 2019 CA Dashboard in Math. This represents a decline of -5.3 points.

All students in the Socioeconomically Disadvantaged subgroup in grades 3-5th scored 42.3 points below the distance from the standard as measured on the 2019 CA Dashboard in Math. This represents a decline of -6.2 points.

All students in the Students with Disabilities subgroup in grades 3-5th scored 119.3 points below the distance from the standard as measured on the 2019 CA Dashboard in Math. This represents a decrease of -10.7 points.

All students in the Hispanics subgroup in grades 3-5th scored 43.3 points below the distance from the standard as measured on the 2019 CA Dashboard in Math. This represents a maintenance of -1.7 points.

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

The root causes underlying the lack of progress for all students in math, including English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic student subgroups are the following: students lacking strong number sense skills and numeracy skills which inhibit students from acquiring higher level problem solving skills, lack of persistence and follow through in attending to precision on challenging multi-step math problems, and limited academic and content vocabulary which impede students understanding of what is being asked on math assessments and performance tasks.

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

Based on the 2019 CA Dashboard data, we are not on track to reaching our 2020 Measurable Objective in math. Moving forward we will need to continue with grade level meetings where IAB's are analyzed and utilized to determine next steps for instruction, and the need to decrease the gap in CCSS Math proficiency. We believe that we need additional time to conduct grade level meetings so that we continue to build our capacity and knowledge of the Math framework to understand our student's needs. We will continue to collaboratively plan, implement, and reflect on how to provide instruction that incorporate comprehensive approaches to the 3 phase math lessons, number talks, math practices, number sense, academic vocabulary that will aid students in solving and persevering in multi-step problems. Teachers will continue to use questioning in daily lessons to implement use of manipulatives and provide universal access to core curriculum. At Noble, we use the Jiji math software and/or Zearn school-wide.

We also have adopted Eureka Math where grades Kinder and First will implement a module. Grades 2-5 implemented Eureka Math this school year. We plan on implementing Eureka Math School wide in the year 2020-2021.

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 3-5 will increase the average distance from standard score as measured on the 2021 SBAC-Math by 3 points as measured by the CA Dashboard or other LAUSD data.

By June 2021, English Learner students in grades 3-5 will increase the average distance from standard score as measured on the 2021 SBAC-Math by 3 points as measured by the CA Dashboard or other LAUSD data.

By June 2021, Socioeconomically Disadvantaged students in grades 3-5 will increase the average distance from standard score as measured on the 2021 SBAC-Math by 3 points as measured by the CA Dashboard or other LAUSD data.

By June 2021, Students with disabilities in grades 3-5 will increase the average distance from standard score as measured on the 2021 SBAC- Math by 3 points as measured by the CA Dashboard or other LAUSD data.

By June 2021, Hispanic students in grades 3-5 will increase the average distance from standard score as measured on the 2021 SBAC-Math by 3 points as measured by the CA Dashboard or other LAUSD data.

*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
TSP/CPA duties include: Use of data (multiple measures) to identify areas of strength/need for instruction and SEL/behavior support for EL's and other subgroups. Collaborate with Title III Coach and ensure implementation of Designated ELD & Integrated ELD instruction is occurring according to the Master Plan. Facilitate and present professional development on the following topics: MTSS framework, problem-solving model, analysis of data, school wide reclassification goal, Initial/Summative ELPAC, differentiated instruction, constructive conversation skills, application of sentence frames/starters and progress monitoring. Calendar, and facilitate parent trainings and workshops for that focus on LCAP goals, TITLE 1 mandates, Master Plan topics and as topics on how parents can support students at home. Monitoring of EL Dashboard to identify EL profiles and target the instruction based on student needs.	08/17/2020 06/11/2021	Principal will monitor TSP/CPA.

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
TEACHER ASSISTANT (TA) - provides services under the direct supervision of a highly qualified classroom teacher. The TA is a student enrolled in a two- or four-year college who provides reinforcement and support of instruction to participating students in the classroom. This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) assist with parental involvement activities, (5) provide support in a library or media center, or (6) act as a translator.	08/17/2020 06/11/2021	Principal, Assistant Principal and Categorical Program Advisor will observe classrooms to monitor TA performance and effectiveness.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30459921	N/A	107762	19,365	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30390106	N/A	107762	19,365	1.00	100

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

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

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

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

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent representative will provide support creating a positive and welcoming environment for all Nobles' families at the Parent Center. Provide regular opportunities for family engagement by informing families about workshops around Math CCSS focusing on Three Phase Lessons, Math Practices, supporting English Learners and SWD and Part-Part Whole model/Building Math Fluency. Seek and secure opportunities for collaborating with community partners. Ensure translation is provided at all school events and meetings. Assist with school committee members or advisers in matters concerning school programs and the community.	08/17/2020 06/11/2021	Principal will monitor the numbers of parent workshops throughout the year and the attendees at each workshop. Principal will collect parent workshop evaluation to determine their effectiveness for future planning.

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 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 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

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

Looking at our 18-19 EOY DIBELS data, it indicates that in grades 3rd-5th, 21% of the English Learners in grades 3rd-5th performed at benchmark or above benchmark.

Current MOY DIBELS 19-20 data demonstrates that 17% English Learners in grades 3rd-5th grade performed at benchmark or above benchmark.

Our goal is to increase the 19-20 EOY DIBELS scores for LEP students by 3% (or higher) for the proficiency levels of benchmark and/or above benchmark composite scores. We are expecting to see some growth towards meeting our goal of a 3% school-wide increase by the end of Spring 2020 because we have a Title III coach that supports teachers of EL's..

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

Noble EL students have a variety of needs; there is a gap in students strong foundation of their primary language, a need for additional instruction in reading foundational skills and multiple opportunities to engage in listening and speaking activities. Further analyzing data, our findings in the IAB's indicate data that EL students would benefit most from support in the listening domain.

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

Based on the 19-20 MOY DIBELS data we are on track to meeting our measurable objective. Moving forward we will continue to have our Title III coach work with teachers to build their capacity on the delivery of effective Designated ELD and/or Integrated ELD instruction for ELs by providing professional development that centers on demonstration lessons using reciprocal teacher strategies as well as guiding, supporting and ensuring implementation of a comprehensive ELD program. Also, our Title III coach is incorporating coaching techniques when supporting teachers of English Learners.

New this year, our school participates in AARP. AARP(Accelerated Responsible Reclassification Pilot) is a District led PD offered to teachers of EL students in grades K-5 with a focus on differentiated instruction to support students on their path to reclassification.

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

N/A

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

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

By June 2021, the percentage of English Learners in grades 3rd-5th making progress toward their English Language Proficiency will increase by 3% as measured by the CA Dashboard or other LAUSD data.

*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
TSP/CPA duties include: Collaborate with Title III Coach and ensure implementation of Designated ELD & Integrated ELD instruction is occurring according to the Master Plan to identify areas of strength/need for instruction and SEL/behavior support for EL's. Facilitate and present professional development on the following topics: analysis of data from DIBELS reports and EL Dashboard, school wide reclassification goal, Initial/Summative ELPAC, differentiated instruction, and integrating constructive conversation skills, application of sentence frames/starters during Designated ELD and Integrated ELD. Monitoring of EL Dashboard to identify EL profiles and target the instruction based on student needs.	08/17/2020 06/11/2021	Principal will monitor the TSP/CPA Coordinator

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
TEACHER ASSISTANT (TA) - provides services under the direct supervision of a highly qualified classroom teacher. The TA is a student enrolled in a two- or four-year college who provides reinforcement and support of instruction to participating students in the classroom. This includes paraprofessionals who (1) provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, (2) assist with organizing instructional and other materials, (3) provide instructional assistance in a computer laboratory, (4) assist with parental involvement activities, (5) provide support in a library or media center, or (6) act as a translator.	08/17/2020 06/11/2021	Principal, Assistant Principal and Categorical Program Advisor will observe classrooms to monitor TA performance and effectiveness.
Title III Access to Core Instructional Coach: the coach will work with teachers to build their capacity with effective instruction for ELs by providing demonstration lessons using reciprocal teacher strategies; conduct professional development activities on access to core content for ELs; guide, support and ensure implementation of a comprehensive ELD program through Designated and Integrated ELD; conduct demonstration lessons and provide feedback for teachers on instructional strategies and classroom practices relating to Designated and Integrated English Language Development (ELD) and standards-based content area instruction: facilitate professional development in banked-time, grade-level meetings, and study groups to assist teachers in accelerating EL academic achievement via Designated and Integrated ELD; coach teachers through the Cognitive Coaching Cycle and guide teachers in use of assessment data, examination of student work, planning and delivery of instruction for ELs; support intervention services to target EL student groups based on identified needs.	08/17/2020 06/11/2021	Principal will monitor the Title III Access to Core Instructional Coach.

Budget

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

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Learner Programs*

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

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

Focus Area: Building Parent Capacity and Partnership to Support the Academic Goal ***Required** *Academic : English Learner Programs*

Strategies		
Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Parent rep will provide support creating a positive and welcoming environment for all Nobles' families at the Parent Center. Provide regular opportunities for family engagement by informing families about workshops around the understanding of DIBELS, SBAC, ELPAC, ELPAC Task Types, Reclassification, EL standards/4 domains, explore software students are using in our computer lab and in the classrooms and assisting parents on how to access to these programs at home.	08/17/2020 06/11/2021	Principal will also collect parent workshop evaluation to determine their effectiveness for future planning.

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

Looking at the 2018-2019 School Experience, it indicated that 50% of our parents completed the School Experience Survey, where there was no change from our 17-18 completion rate of 50%. The data for the 19-20 School Experience Survey indicated that 64% of Noble parents completed the survey. If we continue on this trajectory, we will meet our 20-21 goal.

Also, according to the 18-19 School Experience Survey 76% of parents indicated they have visited the school to get information and/or access resources. According to the 19-20 School Experience Survey 84% of parents indicated they have visited the school to get information and/or access resources. If we continue on this trajectory, we will meet our 20-21 goal.

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

The root causes underlying the lack of completion for School experience survey from the parents may be attributed to the fact that parents had the option to complete it online or on paper. Although we sent numerous reminders to parents via ConnectEd, weekly text messages, weekly phone calls and invited them to complete the survey on a school provided device during parent conferences, maintaining record of who completed the Survey online is challenging. We also added incentives for those classrooms with a high turn in rate and for parents who turned the surveys in. Inadvertently parents may have been overlooked relying on credit for having completed them online.

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

Based on the LAUSD School Experience Dashboard we met our measurable objective for 19-20. The strategies that were in place that we will continue to have are for our Community Representative provide support creating a positive and welcoming environment for all Nobles' families at the Parent Center. Noble's Parent representative and Assistant Principal will provide assistance completing the School Experience Survey, register to the Parent Portal, and be available for after school school-wide events that include parent workshops. Also, we will continue to provide opportunities for family engagement by informing families about workshops, school events, and volunteer opportunities.

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

N/A

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

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

By June 2021, the percentage of parents who respond to the School Experience Survey will increase a 3% (per year).

By June 2021, the number of parents that have visited the school to get information and/or access resources will increase by 3% (per year) as measured by the 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
Community Representative will provide support creating a positive and welcoming environment for all Nobles' families at the Parent Center. Provide opportunities for families to obtain help from the Parent representative and coordinators by having our computer lab open for parents to fill out their School Experience Survey, and register for Parent Portal. Continue to advocate parent involvement in all school events, and volunteer opportunities. Maintain records of parent participation at the school and help increase family and community engagement. Support with outreach to families and community organizations. Seek and secure opportunities for collaborating with community partners. Recruit, train, and manage the school volunteer program. Ensure translation is provided at all school events and meetings. Assist with school committee members or advisers in matters concerning school programs and the community.	08/17/2020 06/11/2021	Principal will monitor the numbers of parent workshops throughout the year and the attendees at each workshop. Principal will analyze the evaluations to prepare for future workshops.
As part of our strategies to increase parent attendance we will invite classrooms to briefly perform for the informational meeting attendees; add a tear off to flyers where parents will RSVP their attendance to informational meetings and announcing a drawing for the attendees and/or homework passes for students whose parents attend the informational meetings. Community Representative will maintain records of parent participation at the school and help increase family and community engagement.	08/17/2020 06/11/2021	Principal will monitor the numbers of parent workshops throughout the year and the attendees at each workshop. Principal will analyze the evaluations to prepare for future workshops.
Supplemental Instructional Materials will be funded for parent use to build parents capacity in literacy. The materials funded will be: -Supplemental publisher workbooks -Classroom library books -Chart paper	08/17/2020 06/11/2021 New	Principal with the support of Community Representative will monitor the use and integrity of the supplemental instructional materials funded using the parent responses on the School Experience Survey.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)		27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30456287	N/A	27785	6,343	1.00	25
CE-ESSA T1 Schools (7S046)		27785 - COMMUNITY REP C (6 Hrs / 5 Days)	30456287	N/A	27785	19,031	1.00	75
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	1,183	0.00	100

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

Strategies

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
Coordinators and Community Representative will also be available to assist parents with SES and communicate about the importance of taking the survey. The parent center Community Representative will send out flyers announcing informational meetings, will send blackboard connect messages and display informational meetings school marquee to increase parent awareness of activities and the importance the importance of the school experience survey.	08/17/2020 06/11/2021	Principal will monitor the numbers of parent workshops throughout the year and the attendees at each workshop. Principal will collect parent workshop evaluation to determine their effectiveness for future planning.
As part of our strategies to increase parent attendance we will invite classrooms to briefly perform for the informational meeting attendees; add a tear off to flyers where parents will RSVP their attendance to informational meetings and announcing a drawing for the attendees and/or homework passes for students whose parents attend the informational meetings.	08/17/2020 06/11/2021 New	Principal will monitor the numbers of parent workshops throughout the year and the attendees at each workshop. Principal will collect parent workshop evaluation to determine their effectiveness for future planning.

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

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

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

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

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

Based on the results from the 2019 CA Dashboard, the key findings as related to Chronic absenteeism are as follows:

- 10.1% of all Noble students in grades ETK-5th were chronically absent.
- 10.5% of Socioeconomically Disadvantaged students were chronically absent.
- 18.6% of Students with Disabilities were chronically absent.
- 8% of English Learners were chronically absent.
- 8.9% of Hispanics were chronically absent.

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

Although we have one of the highest percentage of students with 96% of higher attendance in our local district, we still have room for improvement. The root causes of 10.1% of all students at Noble having Chronic Absenteeism including our Socioeconomically Disadvantaged Students, Students with Disabilities, English Learners, and Hispanic student groups are attributed to the following: Noble has a Safe Haven shelter for families that need temporary homes, their stay there is limited to 30 days. Also, in 2018-2019 school year there was work stoppage for 6 days.

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

Based on the 2019 CA Dashboard data, the Measurable Objective of Chronic Absenteeism increased by 4.2%. Moving forward we will continue with Noble's PSA counselor providing support to identify at risk students and their families to ensure students access to the core curriculum through daily in seat attendance; provide attendance incentives, make home phone calls and home visits, access resources to support improvement with attendance issues, and conduct parent workshops on topics related to the Importance of Attendance.

In addition, it is important to note that the Measurable Objective for chronic absenteeism for the Homeless student group declined by 16%.

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 with chronic absences will decrease by 1% as based on the CA Dashboard or other LAUSD data.

By June 2021, the percentage of Socioeconomically Disadvantaged students with chronic absences will decrease by 1% as based on the CA Dashboard or other LAUSD data.

By June 2021, the percentage of students with disabilities with chronic absences will decrease by 1% as based on the CA Dashboard or other LAUSD data.

By June 2021, the percentage of English Learners with chronic absences will decrease by 1% as based on the CA Dashboard or other LAUSD data.

By June 2021, the percentage of Hispanics with chronic absences will decrease by 1% as based on the CA Dashboard or other LAUSD data.

*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
<p>PSA COUNSELOR-•create and implement differentiated prevention, intervention and recovery efforts using evidence-based strategies and a tiered approach to improve individual and school-wide outcomes•participate in multidisciplinary teams Student Success Team (SST) •Facilitate Student Attendance Review Team (SART) •develop and monitor individual student attendance plans•recommend practices to improve school culture, reduce suspensions, increase attendance, and improve the accuracy of enrollment and attendance records•implement strategies and activities to reduce chronic absenteeism and truancy among students and increase student and attendance rates, assist with early identification and intervention systems to support at-risk students•serve as a liaison between school, home and community, providing direct services to identified at-risk students and families, including assessment, referral, and case management; provide individual and/or group counseling, including crisis intervention; conduct home visits and/or in-home intervention when indicated•conduct parent education groups and workshops, provide referrals to in-school and community-based services, analyze data trends to inform interventions</p>	<p>08/17/2020 06/11/2021</p>	<p>Principal will monitor the PSA Counselor</p>
<p>SCHOOL PSYCHOLOGIST- provide services to schools by working with students, staff, and parents and guardians to offer the following services: Connecting with Students • Observe students in the classroom and other school settings to determine their academic and social-emotional functioning. • Provide formal and informal assessments of students' abilities, including psychological and social-emotional skills, academic achievement, and communication development. • Assist students in developing positive behavior intervention strategies (PBIS). • Assist students in developing appropriate problem-solving skills through individual and small-group counseling. • Collaborate with community agencies to provide services that support students and families, as needed. Collaborating with Teachers and Staff • Work with teachers to identify learning and adjustment problems. • Consult with teachers regarding classroom management and discipline strategies. • Interpret evaluation results and offer recommendations for instructional modification. • Serve as a member of the Individualized Education Program (IEP) team. • Provide professional development training on selected topics. • Provide emergency mental health and behavioral support and resources. • Serve as a member of the School Crisis Intervention Team. • Assist parents in understanding a student's unique needs. • Facilitate communication between home and school. • Assist with identifying students with unique needs and monitor their progress.</p>	<p>08/17/2020 06/11/2021</p>	<p>Principal will monitor the School Psychologist</p>
<p>SCHOOL NURSE- The following services are provided by the school nurse• Mandated screenings: vision, scoliosis, audiometric, growth (height and weight), and oral health. • Communicable disease (CD) and illness exclusion and readmission • Care for injured students, emergency care and transport • Administration and assistance with medication at school • Specialized skilled care and supervision of care for students with special health needs, such as: diabetes, severe allergies, spina bifida, asthma, cardiac conditions, respirator dependency, seizures etc. • Special Education Individualized Education Plan (IEP) and Special Education Related Services • 504 Plans for Students with Disabilities</p>	<p>08/17/2020 06/11/2021</p>	<p>Principal will monitor the School Nurse</p>

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>PSYCHIATRIC SOCIAL WORKER- provide services to schools by working with students, staff, and parents and guardians to offer the following services: Connecting with Students • Observe students in the classroom and other school settings to determine their academic and social-emotional functioning. • Provide informal assessments of students' abilities, including psychological and social-emotional skills • Assist students in developing positive behavior intervention strategies (PBIS). • Assist students in developing appropriate problem-solving skills through individual and small-group counseling. • Collaborate with community agencies to provide services that support students and families, as needed. Collaborating with Teachers and Staff • Work with teachers to identify learning and adjustment problems. • Consult with teachers regarding classroom management and discipline strategies. • Interpret evaluation results and offer recommendations for instructional modification. • Serve as a member of the Individualized Education Program (IEP) team. • Provide professional development training on selected topics. • Provide emergency mental health and behavioral support and resources. • Serve as a member of the School Crisis Intervention Team. • Assist parents in understanding a student's unique needs. • Facilitate communication between home and school. • Assist with identifying students with unique needs and monitor their progress.</p>	<p>08/17/2020 06/11/2021</p>	<p>Principal will monitor the Psychiatric Social Worker (PSW)</p>

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 / 0.5 Day)	N/A	N/A	12103	12,594		100
CE-ESSA T1 Schools (7S046)	3140	12106 - ITIN NURSE (6 Hrs / 1 Day)	N/A	N/A	12106	24,093	0.00	100
CE-ESSA T1 Schools (7S046)	3110	13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days)	N/A	N/A	13222	70,344	0.00	100
CE-ESSA T1 Schools (7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 0.5 Day)	N/A	N/A	13114	12,594	0.00	100
CE-ESSA T1 Schools (7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 1 Day)	N/A	N/A	13114	25,189	0.00	100
CE-ESSA T1 Schools (7S046)	3110	12103 - ITIN COUNS PSA C (8 Hrs / 2 Days)	N/A	N/A	12103	50,380	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

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
Community Representative will provide support creating a positive and welcoming environment for all Nobles' families at the Parent Center. Provide regular opportunities for family engagement by informing families about workshops, school events, and volunteer opportunities. Some of the workshops that our Parent Representative hold are the following: Effective Family Time, Conflict Resolution and Prevention, Oral Hygiene, Transitioning to Adolescence, Community Concerns with Officer Chacon, Leadership Skills, the importance of school attendance and social/emotional/ support at home.	08/17/2020 06/11/2021	Principal will collect parent workshop evaluation to determine their effectiveness for future planning.

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.

<p>1. What actionable inequities were identified by the school?</p>
<p>Instructional Time and Attention: Over 50% of students in grades K-5 lack reading foundational skills and comprehension skills necessary to perform at grade level benchmarks. 48% of students in grades K-2 lack foundational skills to perform at benchmark on MOY DIBELS assessments. In grades, 3-5th 67% of students performed at the not met or nearly met achievement levels on SBAC. A majority of these students are reading 2 or more years below grade level. Although, for kinder and first grade its unclear to determine the amount of years or gap below grade level, it is clearer in grades 2-5. In grades 2-5th we found that most students are reading below one or two grade levels. To support students in reading foundational skills our school offered Saturday Intervention and after school intervention. We noticed that many students declined attending to Saturday Intervention. School Leadership Quality: Educators are presented with Professional Development continuously. Weekly PD occurs at the school level, monthly at the local district level, and annually at the district level. A lack of effective implementation of new learning from PD's is present due to the need to provide multiple opportunities for educators to collaborate, analyze data and identify strategies to implement in the classroom. Learning Ready Facilities: The school has equipped computer labs, and technology carts available for classrooms to utilize via a weekly rotation cycle to reinforce the integration of technology in the core curriculum instruction. Our low income students experience technological challenges during their technology time rather than focusing on learning the content.</p>
<p>2. Which inequities are priorities for the school to address?</p>
<p>The school's priorities are to address the access to intervention and implement a continuous cycle of learning connected to learning from professional development.</p>
<p>3. How will the school address these inequities?</p>
<p>Instructional Time and Intervention: At the beginning of second semester, the ILT team met to identify root causes as to why students enrollment declined for Saturday intervention taking into consideration the responses from parents for declining interventions offered to their children. Our ILT team visited a nearby elementary school with similar demographics to ours to identify strategies in place there that were proven positive based on data. We planned our current and future interventions to take place after school and to incorporate technology in the intervention plan. We purchased a software license named LEXIA PowerUp Literacy and we began after school intervention. We will continue to implement after school intervention along with technology for the upcoming school year. Professional Development: To support the effective implementation of new learning from PD's we will continue to provide Teacher Non-tutor X-time for teachers to collaborate, analyze data and identify strategies to implement differentiated strategies in the classroom that aligns with the needs as indicated by the data. Learning Ready Facilities: We currently have chrome books, iPads and laptops available for students to utilize. Two additional chrome carts were purchased for students to have opportunities for students to explore and learn with various types of devices. We will continue to provide weekly opportunities for students to utilize the various devices.</p>
<p>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.</p>
<p>Family Academic Engagement is a challenge for the parents in our community. Many of our parents lack a formal education in their primary language and aren't fluent in English.</p>

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 type="checkbox"/> Mathematics (3-8,11)
<input checked="" 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 type="checkbox"/> What Works Clearinghouse
<input type="checkbox"/> LAUSD Evidence-Based Intervention Bench
<input checked="" 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.

LEXIA PowerUp literacy.

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

LEXIA PowerUp literacy is a blended program that promotes literacy among struggling students through an online student-driven instruction and off-line teacher delivered lessons and activities. The funding source for LEXIA is 7S046. It addresses our 100% Graduation, Academics ELA, and English Learner goals since it support reading/literacy instruction.

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

The evidence-based intervention will be evaluated by analyzing student reports available from LEXIA PoweUp as well as DIBELS and SBAC reports.

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

We are continuing this intervention, but currently don't have data because we started the intervention in February 2020.

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).

"College Begins at Noble", as early as Early Transitional Kindergarten (ETK). Through social skills developmental and hands-on activities, students learn about different careers and professions by role-playing. In K-2 grades, teachers promote a culture where college and career readiness begins on the first day of school. Grades 3-5 continues the path of college and career exploration and value through engagement in college and career spirit days and field trips to colleges and universities. Additionally, we have a Career Day for our 4th and 5th graders where speakers are invited to present for students to motivate them and provide necessary information for future academic and social success.

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.).

Noble Avenue Elementary School implements a School Wide Positive Behavior Support System. We implement a Multi-Tiered System Model (MTSS) addressing the social/emotional needs of all students and provide necessary support in all settings. We have clear, consistent expectations for all students that are taught and re-taught through classroom reinforcement in all common areas (cafeteria, bathrooms, hallways, auditorium, playground) and communicated with staff and parents. Classroom teachers have Tiered Discipline Policies that include predictable rewards and consequences. Students are rewarded individually and as a class through Caught Being Good Tickets, and Golden Tickets. Teachers also use the Second Step Program to provide social skills instruction and prevent and correct problem behaviors through problem solving, conversations, and dramatization.

We monitor the effectiveness of the program through data analysis, such as MiSiS referrals, teacher office referrals, parent input, and informal observations.

In order to meet the needs of Tier 2 and Tier 3 social/emotional needs, we will develop procedures to support and address their behavior concerns. Such as, Restorative Justice Model, and referrals to the Student Support and Progress Team. First the team will identify the need, analyze data, draft an intervention plan, and support the teacher, student, and parent through progress monitoring.

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.

Training will be provided to teachers quarterly on the following topics: Developing a Welcoming Environment in Your Classroom for Parents and Students, holding data conversations with parents, developing a grade-level or discipline-specific School-Parent Compact, student-led conferencing, utilizing parent volunteers in classroom and School Activities.

The Community Representative will support trainings provided to parents on a monthly basis on the following topics: Developing a School-Parent Partnership using the School-Parent Compact and Title 1 Parent Involvement Policy, How to support children's learning at home and at school, using technology to access academic resources.

Instructional materials will be purchased for parent workshops, to build parent capacity regarding increasing student academic achievement.

We want to remove the barriers to participation by holding informational workshops at various times of the day and promoting them in newsletters.

Parent Support Staff, such as the CPA, provides regular reports on student progress to SSC and Advisory Committees.

Parent Community Rep will continue to hold monthly trainings to build the capacity of parents to support learning at home and at school.

Teacher receiving a differential for parent engagement develop and implement plans to involve all stakeholders in engaging parents and building parent capacity to support learning during Saturday and evening hours.

Clerical staff will assist in communicating with parents to extend invitations to school events, explain the activities in the Parent Center, translate, and/or answer parent questioning outside regular work hours.

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:

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.

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

N/A

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	0.00 17,741	0.00 0	0.00 0	0.00 0	0.00 0	0.00 17,741
107762 107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>	7.00 135,555	0.00 0	0.00 0	0.00 0	0.00 0	7.00 135,555
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	0.00 776	0.00 0	0.00 0	0.00 0	0.00 0	0.00 776
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 / 0.5 Day)	<input type="checkbox"/>	0.00 62,974	0.00 0	0.00 0	0.00 0	0.00 0	0.00 62,974
12106 12106 - ITIN NURSE (6 Hrs / 1 Day)	<input type="checkbox"/>	0.00 24,093	0.00 0	0.00 0	0.00 0	0.00 0	0.00 24,093
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 0.5 Day)	<input type="checkbox"/>	0.00 37,783	0.00 0	0.00 0	0.00 0	0.00 0	0.00 37,783
13222 13222 - ITIN PSYCH SCHOOL C (8 Hrs / 2 Days)	<input type="checkbox"/>	0.00 70,344	0.00 0	0.00 0	0.00 0	0.00 0	0.00 70,344
14693 14693 - TCHR X (NON-TUTOR)	<input type="checkbox"/>	0.00 2,199	0.00 0	0.00 0	0.00 0	0.00 0	0.00 2,199
25691 25691 - ITSUPPORT TECH C1T/5 (8 Hrs / 5 Days)	<input type="checkbox"/>	1.00 77,422	0.00 0	0.00 0	0.00 0	0.00 0	1.00 77,422
27785 27785 - COMMUNITY REP C (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 19,031	0.00 0	1.00 6,343	0.00 0	0.00 0	2.00 25,374
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	0.00 -7,024	0.00 0	0.00 0	0.00 0	0.00 0	0.00 -7,024

30166	<input type="checkbox"/>	0.00	-2,421	0.00	0	0.00	0	0.00	0	0.00	0	0.00	-2,421
30166 - RETIREE BNFTS CERT													
30210	<input type="checkbox"/>	0.00	24,020	0.00	0	0.00	0	0.00	0	0.00	0	0.00	24,020
30210 - TA HEALTH&MEDBENEFIT													
40269	<input type="checkbox"/>	0.00	0	0.00	0	0.00	1,183	0.00	0	0.00	0	0.00	1,183
40269 - SUPPLMTL INSTRL MAT													
40239	<input type="checkbox"/>	0.00	21,949	0.00	0	0.00	339	0.00	0	0.00	0	0.00	22,288
POTENTIAL FNDING VAR													
40261	<input type="checkbox"/>	0.00	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1
PENDING DISTRIBUTION													
Total		10.00	554,125	0.00	0	1.00	7,865	0.00	0	0.00	0	11.00	561,990
												0	

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**