

Los Angeles Unified School District
School Plan for Student Achievement

2021-2022
Implementation
ANTON EL (1435601)



Superintendent
Alberto M. Carvalho

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

TABLE OF CONTENTS

Section

District and School Information	1
School Identification	1
SPSA Review Tracker	2
Recommendations and Assurances	3
Funding Allocated to this School	4
District Mission Statement	5
School Mission, Vision, and Profile Description	7
Comprehensive Needs Assessment	9
School Accountability Report Card	9
School Experience Survey	9
School Quality Improvement Index Report Card	9
School Report Card	9
Smarter Balanced Assessment	9
Comprehensive Needs Assessment / Self-Review Process	9
GOALS	10
Academic Goal—100% Graduation and Beyond	10
Academic Goal—English Language Arts	11
Academic Goal—Mathematics	12
Academic Goal—English Learner Programs	13
Parent, Community, and Student Engagement	14
100% Attendance, Suspensions, School Safety, and Other Supports	15
Resource Inequities and Evidence-Based Interventions	16
Title I Required Components for Implementation	17
Schoolwide Program (SWP) / ESSA1114	17
Local District Monitoring	18
Budget Summary	19
Attachments	20

SCHOOL IDENTIFICATION

School Name: ANTON EL (1435601)

Local District: E

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

For additional information on our school programs contact the following:

Principal: SOBERANES, EDGARDO E

E-mail address: esoberan@lausd.net

SPSA Designee: SOLTERO-TORRES, SANDRA Position: INSTRL COACH, ELEM

E-mail address: sxs0353@lausd.net

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

School Telephone Number: 3239813640

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

I have reviewed the School Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.		
<u>CRISTINA MUNOZ</u>	<input checked="" type="checkbox"/>	<u>04/29/2021</u>
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	CRISTINA MUNOZ <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Approved	<u>04/29/2021</u> <i>Signed Date</i>	
Local District EL Compliance Coordinator	KIRSTIN SUMMERS <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/17/2021</u> <i>Signed Date</i>
Local District PACE Administrator	ELSA TINOCO ENCISO <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>06/13/2021</u> <i>Signed Date</i>
Local District Title I Coordinator	ILEANA ALBERT <i>Typed Name</i>	<input type="radio"/> Revision Required	<input checked="" type="radio"/> Meets Federal Requirements	<input type="radio"/> N/A	<u>05/24/2021</u> <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 checked="" type="checkbox"/> ELAC has delegated authority to SSC <input type="checkbox"/> Not applicable (if a school has less than 21 English learners, ELAC is not required)	03/12/2021	Lidia Casas

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

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

03/18/2021

School plan approval appears in SSC Minutes.

Date

Attested:

Laura Webber



03/18/2021

Typed name of SSC chairperson

E-Signature of SSC chairperson

Date

HERNANDEZ, JOSE



03/18/2021

Typed name of school principal

E-Signature of School principal

Date

2021-2022 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 I: Targeted Asst Schs (70S46) Purpose: 70S46	Amount: \$			
<input checked="" type="checkbox"/> Title I: Schoolwide Program (7S046) Purpose: To upgrade the entire educational program of the school.	Amount: \$	482,218	15,180	
<input checked="" type="checkbox"/> Title I: Coll&Career Coach [Cent Funds] (7T124) Purpose: 7T124 IS REFERING HERE	Amount: \$	0	0	
<input checked="" type="checkbox"/> Title I: Parent Involvement Allocation (7E046) Purpose: To promote family literacy, parenting skills, and parent involvement activities.	Amount: \$	5,566	506	
<input checked="" type="checkbox"/> Title III: English Language Development (7T197) Purpose: 7T197	Amount: \$	34,163	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: \$			521,947

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Allocation

District Mission Statement

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

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

SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

School Vision

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

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

School Mission

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

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

School Profile Description

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

<p>1. Describe your school’s geographical, demographic, educational and economic community base: The following websites contain useful data: http://www.census.gov/ , http://www.zip-codes.com/ , http://www.city-data.com/</p>
<p>William R. Anton Elementary School opened September 2009 and replaced the former Hammel Street School Elementary. The William R. Anton Early Ed. Center occupies the south side of the building. William R. Anton Elementary School is located in the neighborhood of City Terrace/East Los Angeles, servicing a predominantly Latino and low socioeconomic community in a Title I school wide program. Anton serves Transitional Kindergarten to sixth grade students that are 97.2% socioeconomically disadvantaged (Title I) and 98.6% Hispanic or Latino. 0.4% of our students are African American and less than 0.2% are identified as Asian. 7.4% of our students receive special education services and 23.4% are English Learners with Spanish as their primary language. Enrollment has slightly fluctuated over the last five years due to the economic climate and to Charter schools opening locally. Currently, Anton serves 565 students (TK to 6th Grade). Anton students feed into Belvedere Middle School, then Torres High School. William R. Anton ES functions in one building with 3 floors. Technology is available throughout the school, in all classrooms, workrooms, and offices. A library is available for all students, parents, and staff and houses enough books for all students. A Parent Center operates daily to offer learning opportunities to parents and community and promotes a culture of collaboration between school, staff, and parents. William R. Anton ES provides consistent communication to parents via workshops, letters/announcements through school applications(Schoology, Class Doio, Parent Portal) phone calls, and in-person, both in English and Spanish. Communication regarding academic progress, assessment results, work habits, and behavior are shared with parents in their primary language during Parent-Teacher Conferences. An Anton website is also available for parents to access information, calendars, and events through School Loop. Anton identifies at-risk, low-performing students using multiple data sources including data available through online systems (MyData, DIBELS, CAASP, Edulastic), and teacher selected formative assessments. Data informs instruction and areas of focus for professional development. Anton teachers and staff collaborate on a regular basis as a Professional Learning Community (PLC) to prepare instructional focus areas, identify areas of strength and need, and share instructional strategies.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>TK-6th Grade</p>
<p>3. Indicate student enrollment figures:</p>
<p>Total enrollment is 533 students.</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>

100% of our students receive free/reduced meals, with 96.78% of low income students identified on the Title I ranking.

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

98.6% Hispanic or Latino, <1% African American, and <1% Other. 23.4% of students are English Learners.

6. Provide a description of how the school will share individual student academic assessment results in a language the parents understand, including an interpretation of those results:

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

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

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

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

Other important characteristics of the school:

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

COMPREHENSIVE NEEDS ASSESSMENT

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

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

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

COMPREHENSIVE NEEDS ASSESSMENT / SELF-REVIEW PROCESS

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

Who was involved?	What happened?	Date(s)
<input checked="" type="checkbox"/> School Site Council	<p>10/15/2020- Title I Coordinator presented the approved 2019-2020 SPSA via zoom to SSC members. Coordinator reviewed data and goals in each domain. Members were invited to comment and ask questions. Members were informed that the current SPSA would be posted on the school website for easy access and reference.</p> <p>11/12/2020- SSC met via zoom to conduct the 2019-20 SPSA Evaluation. Title I Coordinator presented data for each of the domains and Members reviewed and invited members to discuss and give their input for goals not met.</p> <p>12/17/2020- Principal reported that the budget transfer for Title I was submitted and awaiting approval. He shared a planned meeting to get teacher input for and plan to start intervention the second week after we return from winter break. Title I Coordinator reviewed the PFEP and School Parent Compact with SSC members for approval. SSC Members voted and PFEP and School Parent Compact were approved.</p> <p>01/28/2021- SSC met to conduct part 1 of the Needs Assessment. Member reviewed the most current available data for IABs, DIBELS, ELA and Math SBAC. Title I Coordinator introduced a Data to Strategy collaboration protocol to be used by the members to record data findings, suggest actions and strategies and to guide collaboration around developing goals to improve student achievement for the next school year.</p> <p>02/11/2021- SSC met to complete the SPSA Needs Assessment. Members completed the Data to Strategy protocol planning sheets to guide the drafting of the objectives, strategies, and actions for the 2021-2022 SPSA.</p> <p>02/18/2021 -Principal presented the staff Budget Survey results and shared the 2021-22 Budget Allocation. Title I Coordinator presented the 2021-22 SPSA suggested goals to member. SSC members motioned to move to use the suggested goals for the drafting of the 2021-22 SPSA.</p> <p>02/25/21 - Principal presented the final 2021-22 Budget Allocation to SSC members. Title I Coordinator reviewed the proposed SPSA with SSC members. Members motioned to approve the 2021-22 Budget Allocation and the SPSA . All SSC members voted in favor of approving the 2021-22 Budget Allocation and the SPSA.</p> <p>03/18/21 - Principal presented new 2nd budget allocation and proposed expenditures to SSC members. Title I Coordinator presented changes in SPSA with new budget allocation and proposed expenditures. Member motioned to approve the new 2nd budget allocation and changes to the 2021-22 SPSA.</p>	<p>10/15/2020, 02/11/2021, 11/12/2020, 02/18/2021, 12/17/2020, 02/25/2021, 01/28/2021, 03/18/2021</p>
<input checked="" type="checkbox"/> English Learner Advisory Committee	<p>02/12/2021- Title I Coordinator met with ELAC to present current data and the SPSA Needs Assessment process. Title I Coordinator, Assistant Principal and ELAC Members completed the Data to Strategy Protocol in ELA, Math and ELL to determine key findings and collaborated on next steps for developing implementation and improvement objectives for the 2021-22 SPSA.</p> <p>03/12/2021 - Title I Coordinator met with ELAC and presented the changes to the SPSA with the 2nd budget allocation and the proposed added budget expenditures.</p>	<p>02/12/2021, 03/12/2021</p>
<input checked="" type="checkbox"/> Professional Learning Community (PLC)	<p>02/03/2021- Title I Coordinator presented the SPSA Needs Assessment process to PLC Members. PLC members collaborated using a Data to Strategy Protocol focusing on ELA and Math. Title I Coordinator shared current ELA and Math data and using the Data to Strategy protocol members used key findings to determine next steps/strategies in developing implementation and improvement objectives for the drafting of the 2021-2022 SPSA.</p>	<p>02/03/2021</p>

<input checked="" type="checkbox"/> Grade Level Teams	02/08/2021 - Title I Coordinator presented the SPSA Needs Assessment process to teachers. Teachers collaborated using a Data to Strategy Protocol focusing on ELA, Math, ELL's, and Attendance. Title I Coordinator shared current data and teachers were placed in break out rooms by grade level to used key findings to determine next steps/strategies in developing implementation and improvement objectives for the drafting of the 2021-2022 SPSA.	02/08/2021
---	--	------------

Los Angeles Unified School District
2021-2022 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 checked="" type="checkbox"/> CA Dashboard
<input checked="" type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Reading Inventory (RI)
<input type="checkbox"/> N/A

1. List key findings related to 100% Graduation based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

The percent of Kindergarten through 2nd grade students that scored benchmark or above on the MOY DIBELS for the 2020-21 school is 30% compared . The current MOY Results for the 2020-21 school year indicate that 29% of Kindergarten students are at or above benchmark per the MOY assessment. As of MOY, 33% of first grade students have reached or exceeded benchmark. In 2nd grade 30% of the students tested in MOY DIBELS have met or exceeded the benchmark. Results for the ELA SBAC for 2018-2019 when achievement levels were analyzed reveal that 30% of students tested (3rd-6th) met or exceeded the standard. CA Dashboard data indicates that students maintained 0.6% points as compared to the previous year, scoring within the orange band. The 2018-2019 average standard met was 40.9 points below the standard, maintaining 2 points as compared to the previous year. English Learners scored 54.6 points below standard compared to their Hispanic peers who scored 40.6 points below standard. Results for the 2018-2019 indicate that 26.48% of students in grades 3-6 met or exceeded the Math state standard, a gain of 3.48% compared to the previous year. Students in grades 3-6 scored 53.5 points below standard as measured by the CA Dashboard. When the data was analyzed by student group, it was noted that English Learners scored 73.7 points below standard and socio-economically disadvantaged students scored 55.6 points below standard. The third significant group (Hispanic students) scored 53.6 points below standard.

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

Several factors contributed to the results indicated for ELA: 1) Teachers were not consistently able to collaborate with grade level peers to support lesson design and cognitive planning to differentiate instruction for English Learners and utilize high impact practices across the curriculum; 2) Teachers did not effectively assess student needs to align instructional activities during small group instruction for their early literacy academy students; 3) Teachers required more time for articulation, collaboration, and planning around the ELA priority standards; 4) Teachers required more professional development and support in the transition to Remote Instruction which impacted teaching and learning practices. The following are some issues related to the key findings for Math: 1) Students were not successful in applying math concepts to performance tasks presented in the SBAC; 2) Periodic assessments were not provided to inform instruction consistently; 3) Students needed additional supports and targeted instruction to develop conceptual understanding and consistently apply mathematical practices to problem solving; 4) Teachers required more time to articulation, collaboration, and planning around the Math priority standards; 5) Teachers required more professional development and support in the transition to Remote Instruction which impacted teaching and learning practices.

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

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

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

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

State the School's Measurable Implementation Objective(s) for 2021-2022 *Required if this Goal is addressed.

N/A

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

State the School's Measurable Improvement Objective(s) for 2021-2022 *Required if this Goal is addressed.

N/A

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			Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
This goal is not being addressed.			Continuing Strategy					

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

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

Strategies								
Strategies, Actions and Tasks			Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
This goal is not being addressed.			Continuing Strategy					

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

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

Strategies								
Strategies, Actions and Tasks			Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
This goal is not being addressed.			Continuing Strategy					

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
2021-2022 School Plan for Student Achievement**

ACADEMIC GOAL — ENGLISH LANGUAGE ARTS

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

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

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

The percent of Kindergarten through 2nd grade students that scored benchmark or above on the MOY DIBELS for the 2020-21 school year dropped by 14% to an average of 30% compared to the 2019-20 school year MOY DIBELS of 44%. The current MOY Results for the 2020-21 school year indicate that 29% of Kindergarten students are at or above benchmark per the MOY assessment. As of MOY, 33% of 1st grade students have reached or exceeded benchmark. In 2nd grade 30% of the students tested in MOY DIBELS have met or exceeded the benchmark. The percent of 3-6 grade students that scored benchmark or above on the MOY DIBELS for the 2020-21 school year decreased by 10.25 % from an average of 54.5% in 2019-20 to 44.25%. The current 2021 MOY DIBELS data indicate that 29% of third grade students met or exceeded benchmark. As of 2021 MOY 54% of 4th grade students met or exceeded benchmark. In 5th grade, 54% of students met or exceeded benchmark. In 6th grade 44% of students met or exceeded benchmark. Results for the ELA SBAC for 2019-2020 when achievement levels were analyzed and reveal that 20% of students tested (3rd-6th) met the standard and 10% exceeded the standard. CA Dashboard data indicates that students maintained 2 points as compared to the previous year, scoring within the orange band. The 2018-2019 average standard met was 40.9 points below the standard. English Learners scored 54.6 points below standard when compared to their Hispanic peers who scored 40.6 points below standard. The most notable decline was noted among Students with Disabilities whose distance from 3 declined by 18.3 points and they performed 89.3 points below standard.

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

Several factors contributed to the results indicated above: 1) SWD have identified needs that prohibit students from demonstrating grade level mastery of standards and require students to receive more intensive supports and accommodations; 2) Teachers were not consistently able to collaborate with grade level peers to support lesson design, cognitive planning and address priority standards to differentiate instruction for English Learners and utilize high impact practices across the curriculum; 3) Teachers did not effectively assess student needs to align instructional activities during small group instruction for students performing below grade level expectations; 4) IAB's were not administered consistently by teachers in grades 3-6 to use item level analysis to target instruction. 5) Teachers required more time for articulation, collaboration, and planning around the IABs and priority standards. 6) Students in grades 3-6 need additional access to interventions during the day to support them in meeting learning targets matching their assessed needs. 7) Transition to Remote Instruction impacted teaching and learning and teachers needed additional supports with technology, new Apps and implementing remote teaching strategies that would engage student learning.

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

N/A

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

The lapse in progress towards meeting the objectives will be addressed with the following implementation efforts: 1) Additional training and support will be provided for K-2 grade teachers to use diagnostic assessments (Benchmark & Core Phonics) to identify specific reading foundational skill gaps and design strategic interventions for at-risk students; 2) Teachers will refine their reading intervention practices through collaborative planning and group students homogenously to better target identified needs with the support of the Instructional Coach; 3) Teachers in grades 3-6 will consistently administer IAB's and use item-level analysis to design targeted lessons. 4) Teachers in grades 3-6 will be provided differentiated professional development to enhance their use of the online Smarter Balance Tools for Teachers to implement lessons targeting reading comprehension and writing strategies. 5) All teachers will continue to receive professional development to ensure successful implementation of the Benchmark curriculum, Amplify and Boost interventions, and the use of the Benchmark Universe online resources to support differentiation of instruction. 6) All teachers will continue to receive professional development focused on the priority standards and strategies to implement best teaching and learning practices during remote, hybrid and in class instruction. 7) Teachers in grades K-6 will DIBELS Progress Monitor their Well Below Benchmark students every 3 weeks and use data to inform instruction and provide differentiated targeted small group lessons. 8) Primary Promise Coordinator will provide targeted small group phonemic awareness instruction to k-3 grade students. 9) Intervention teacher will provide small group targeted ELA instruction to 3-6th at risk students.

State the School's Measurable Implementation Objective(s) for 2021-2022 *Required if this Goal is addressed.

By June 2022, 80% of K-2nd grade teachers will DIBELS progress monitor Well Below Benchmark students every 3 weeks to provide informed and targeted small group instruction that supports literacy growth for at risk students. Progress Monitor reports will be run monthly to measure the effectiveness.

By June 2022, 80% of 3rd-6th grade teachers will DIBELS progress monitor Well Below Benchmark students every 3 weeks to provide informed and targeted small group instruction that supports literacy growth for at risk students. Progress Monitor reports will be run monthly to measure the effectiveness.

By June 2022 100% of 3rd-6th grade teachers will administer the Math IAB's to all students and use the data and priority standards to collaborate with their grade level on best practices and strategies to implement informed targeted small and whole group instruction that focuses on student's specific needs. IAB Reports will be run after administration of IAB's and Principal and Assistant Principal will conduct data chats with individual teachers as well as classroom observations with actionable feedback to measure effectiveness.

*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).

State the School's Measurable Improvement Objective(s) for 2021-2022 *Required if this Goal is addressed.

By June 2022, the percentage of K-2nd grade students scoring Benchmark or Above Benchmark on the 2021-2022 EOY DIBELS will increase from 30% as measured by current 2021 MOY data to 40% an improvement of 10% as measured by DIBELS.

By June 2022, the percentage of 3rd-6th grade students scoring Benchmark or Above Benchmark on the 2021-2022 EOY DIBELS will increase from 58% as measured by current 2021 MOY data to 68%, an improvement of 10% as measured by DIBELS.

By June 2022, students in grades 3-6 will increase the average standards met (distance from 3) on the English Language Arts SBAC by 10 points from 91.4 below standards to 81.4 below standards in order to make gains to move out of the red band as measured by the CA Dashboard

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	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>The INSTRUCTIONAL COACH (with a differential) will build teacher capacity and work collaboratively to provide teachers with Professional Development both during the school day and beyond the school day to accelerate proficiency in English Language Arts for all subgroups, including but not limited to, SELs, ELs, PLTEls, and SWD. The Instructional Coach will be available to support instruction and collaboratively plan and conduct co-taught-lessons, provide Cognitive Coaching, and give teachers opportunities to reflect and refine current teaching practices to build teacher capacity. In order to promote standards based literacy and to support the implementation of the CCSS in English Language Arts, the Instructional Coach will support teachers in planning integrated ELD lessons to support English Learners and targeted lessons for all groups supported through the ELLP academies. In addition, the Instructional Coach will facilitate the implementation of school systems in place centered around DIBELS progress monitoring and collaborative work that contextualizes teaching and learning on evidence-based practices such as DIBELS data analysis to identify student needs and to work towards meeting the school's academic SMART goals. To supplement instruction, the Instructional Coach will support teachers with the following strategies (virtual, hybrid, in person):</p> <ul style="list-style-type: none"> • Oversee DIBELS progress monitoring, facilitate data chats to analyze DIBELS PM and Benchmark data, and reorganize ELLP Academy Groups and rotations for targeted small group instruction • Guided Reading planning and instruction • Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex text. • Unpacking and training of online resources from the district adopted curricula Benchmark Universe • Online technology tools such as Clever, Schoology, AMPLIFY, Assessments and analyzing student results using available reports - Engaging student learning using strategies that support remote online instruction • Unpacking of priority standards and grade level curriculum for teachers who are new to a grade level • Posting and using Learning Objectives for instruction 	Continuing Strategy	07/01/2021 06/30/2022	<p>Student performance on IABs will be measured and analyzed by teachers in collaboration with the leadership team. DIBELS benchmark and periodic monitoring scores will be used for students in K-2. For students in grades 3-6 in addition to DIBELS, their performance on the IABs will be used to gage effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor professional development, grade level meeting agendas, sign-ins, and Grade Level Collaboration forms. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers that is linked to the TLF and professional development outcomes.</p>

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>The CATERGICAL PROGRAM ADVISOR (with a differential) will support the facilitation of effective instructional programs and provide teachers with Professional Development both during the school day and beyond the school day to accelerate proficiency in English Language Arts for all subgroups, including but not limited to, SELs, ELs, PLTEls, and SWD. The Categorical Program Advisor will build teacher capacity by providing model lessons to teachers that support standards and data driven effective instruction and best teaching practices. To supplement instruction, the Categorical Program Advisor will support teachers with the following strategies (virtual, hybrid, in person):</p> <ul style="list-style-type: none"> • Oversee DIBELS progress monitoring, facilitate data chats with teachers to analyze DIBELS Benchmark and PM data, and reorganize ELLP Academy Groups and rotations for targeted small group instruction • Guided Reading planning and instruction • Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex text. • Unpacking and training of online resources from the district adopted curricula Benchmark Universe • Online technology tools such as Clever, Schoology, AMPLIFY, Assessments and analyzing student results using available reports. - Engaging student learning using strategies that support remote online instruction • Unpacking of priority standards and grade level curriculum for teachers who are new to a grade level • Posting and using Learning Objectives for instruction 	Continuing Strategy	07/01/2021 06/30/2022	Student performance on IABs will be measured and analyzed by teachers in collaboration with the leadership team. DIBELS benchmark and periodic monitoring scores will be used for students in K-2. For students in grades 3-6 in addition to DIBELS, their performance on the IABs will be used to gage effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor professional development, grade level meeting agendas, sign-ins, and Learning Cycle planning protocol forms. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers that is linked to the TLF and professional development outcomes.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	2100	117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	30462472	N/A	117361	70,727	1.00	100
CE-ESSA T1 Schools (7S046)	1000	13454 - INSTRL COACH EL C1T (3 Hrs / 5 Days)	30370435	N/A	13454	70,479	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10247 - DIFF INSTL COACH ELM	N/A	N/A	10247	918		100
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	764	0.00	100
CE-ESSA T1 Schools (7S046)	1000	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,100	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-7,100	0.00	100
CE-ESSA T1 Schools (7S046)	1000	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,200	0.00	100
CE-ESSA T1 Schools (7S046)	2100	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,200	0.00	100

Focus Area: Effective Classroom Instruction

Academic : English Language Arts

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Anton ES will implement the Plan-Deliver-Reflect-Revise cycle to promote a culture of learning by providing time for teachers to collaborate and meet by grade levels after school and on Saturdays (virtual, hybrid, in person) in order to do the following:</p> <ul style="list-style-type: none"> • Data analysis of student work • Create differentiated lessons that incorporate the instructional strategies learned during the various PD opportunities • Reflect upon and evaluate lessons and then revise and refine lessons to address student needs 	Continuing Strategy	07/01/2021 06/30/2022	Student performance on IABs will be measured and analyzed by teachers in collaboration with the leadership team. DIBELS 8 benchmark and periodic monitoring scores will be used for students in K-2. For students in grades 3-6 in addition to DIBELS 8, their performance on the IABs will be used to gage effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor professional development, grade level meeting agendas, sign-ins, and Learning Cycle planning protocol forms. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers that is linked to the TLF and professional development outcomes.
<p>Teacher Assistants, under the supervision of a certificated teacher, will provide support during Universal Access Time and during ELLP in order to improve targeted small group instruction for at-risk students. Teacher Assistants will provided instruction to identified students in small groups and will also provide one-to-one support to struggling students to meet grade level standards using best practices modeled by supervising teacher (virtual, hybrid, in person) .</p>	Continuing Strategy	07/01/2021 06/30/2022	Student performance on DIBELS 8 benchmark and periodic monitoring scores will be measured and analyzed to gauge effectiveness of strategies implemented by teacher assistants every trimester. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers directly linked to teacher assistants efforts and supports provided to target groups. Principal and Leadership Team will monitor Teacher Assistant assignments and schedules and conduct classroom observations.
<p>Non-Register Carrying Teacher with benefited absences will provide direct services through a pull out intervention during the six-hour workday. The non-register carrying teacher will plan and deliver appropriate instruction to students in K-6 on a rotating basis to provide Tier 2 and Tier 3 instruction to focus on implementing key strategies and addressing the needs of targeted at-risk students following the RTI model in a learning center. The teacher will serve as an intervention teacher and provide direct services for 100% of the workday.</p>	Continuing Strategy	07/01/2021 06/30/2022	Student performance will be measured on DIBELS 8 benchmark and periodic monitoring scores will be analyzed to determine if instruction has been effective in meeting student needs in collaboration with the leadership team every trimester. Principal and Assistant principal will conduct regular Learning Center classroom observations to provide timely actionable feedback to Non-Register Carrying teacher that is linked to the TLF and student outcomes.

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Primary Promise Coordinator will provide direct services through a pull out intervention during the six-hour workday. The non-register carrying teacher will plan and deliver appropriate instruction to students in K-6 on a rotating basis to provide Tier 2 and Tier 3 instruction to focus on implementing key strategies and addressing the needs of targeted at-risk students following the RTI model in a learning center. The teacher will serve as a Primary Promise Coordinator and provide direct services for 100% of the workday.</p>	New Strategy	07/01/2021 06/30/2022	<p>Student performance will be measured on DIBELS 8 benchmark and periodic monitoring scores will be analyzed to determine if instruction has been effective in meeting student needs in collaboration with the leadership team every trimester. Principal and Assistant principal will conduct regular Learning Center classroom observations to provide timely actionable feedback to Non-Register Carrying teacher that is linked to the TLF and student outcomes.</p>
<p>Class Size Reduction Teacher (CSR) CSR with benefited absences will be placed in a Kindergarten class to reduce class size and will provide direct services during the six-hour workday to plan and deliver appropriate instruction to focus on implementing key strategies and addressing the needs of targeted at-risk students. The CSR teacher will provide direct services for 100% of the workday.</p>	New Strategy	07/01/2021 06/30/2022	<p>Student performance will be measured on DIBELS benchmark and periodic monitoring scores will be analyzed to determine if instruction has been effective in meeting student needs in collaboration with the leadership team every trimester. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to CSR teacher that is linked to the TLF and student outcomes.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	1000	13280 - NONREGC TCHR EL 1TK (6 Hrs / 5 Days)	30462471	N/A	13280	122,357	1.00	100
CE-ESSA T1 Schools (7S046)	1000	13253 - CSR TCHR ELEM G2 1TK (6 Hrs / 5 Days)	30473541	N/A	13253	122,357	1.00	100
CE-ESSA T1 Schools (7S046)	1000	10562 - DDSUB CSR T BEN ABSC (6 Hrs)	N/A	N/A	10562	1,465		100

Focus Area: Interventions During and After the School Day and Other Supports *Academic : English Language Arts*

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>In addition to intervention during the school day, intervention programs (Saturdays) will be implemented that are well structured, that target specific areas of need and that utilize effective technology tools to enhance student learning. The school will purchase 24.21 hrs. of Teacher Tutor X time at \$83.25 per hr. totaling a cost of \$2016. The hrs. will be used for 2 teachers to provide Intervention 2 hrs. per week on Saturdays for a period of 5 weeks. Each teacher will receive 2 hrs. of planning time. Teachers will provide ELA and Mathematics Intervention to one Kinder and one first grade intervention group of 7 during a period of 5 weeks for 2 hours on Saturdays in person or virtually. DIBELS 8 Benchmark, PM data, and Formative Assessments will be used to select the students that will be receiving Intervention support. Students selected will be students who are not already receiving some form of Tier II support. Intervention teachers will administer a pre-test and a post- test to collect data and evaluate student progress. The Intervention Session will focus on data driven targeted small group instruction in ELA and on data driven targeted grp instruction in Mathematics.</p>	Continuing Strategy	07/01/2021 06/30/2022	<p>Principal or designee along with teachers will monitor planning and implementation of intervention programs to determine if program goals are being met.</p> <p>Principal will ensure that proper intervention documentation and tasks are completed.</p>
<p>Teacher Assistants, under the supervision of a certificated teacher, will provide support during Universal Access Time and during ELLP in order to improve targeted small group instruction for at-risk students. Teacher Assistants will provided instruction to identified students based on Benchmark, Pm and Formative Assessment data in small groups. T.A.'s will also provide one-to-one support to struggling students to support instruction of priority standards and meet grade level standards using best practices modeled by supervising teacher (virtual, hybrid, in person). Teacher Assistant Paid Nonworking Days (PNWD) have been purchased in the amount of \$1,730 for compensating T.A.'s.</p>	New Strategy	07/01/2021 06/30/2022	<p>Student performance on DIBELS 8 benchmark and periodic monitoring scores will be measured and analyzed to gauge effectiveness of strategies implemented by teacher assistants every trimester. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers directly linked to teacher assistants efforts and supports provided to target groups. Principal and Leadership Team will monitor Teacher Assistant assignments and schedules and conduct classroom observations.</p>

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	2,016		100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (4 Hrs / 5 Days)	30035127	N/A	107762	13,129	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	30036315	N/A	107762	9,846	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (4 Hrs / 5 Days)	30036513	N/A	107762	13,129	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (4 Hrs / 5 Days)	30405461	N/A	107762	13,129	1.00	100
CE-ESSA T1 Schools (7S046)	1000	14895 - TA-ALLOWANCE-PNWD	N/A	N/A	14895	1,730	0.00	100

**Los Angeles Unified School District
2021-2022 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 checked="" type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Edulastic

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

Results for the 2020-21 Edulastic CFA #1 indicate that 32.6% of K-2nd grade students met or exceeded the Math state standards as reported by Edulastic. 86% of Kinder students met or exceeded the state standards on the CFA #1; 6% of 1st grade students met or exceeded the state standards; and only 6% of 2nd grade students met or exceeded the state standards on the CFA #1 as reported by Edulastic. Results from the 2020-21 Edulastic CFA #1 indicated that 9.5% of students in grades 3-6 met or exceeded the state standards as reported by Edulastic. 18% of 3rd grade students met or exceeded state standards; 16% of 4th grade students met or exceeded state standards; 4% of 5th grade students met or exceeded state standards; and 0% of 6th graders met or exceeded state standards on the CFA #1 as reported by Edulastic.

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

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

The following are some issues related to the key findings: 1) SWD have identified needs that prohibit them to demonstrate grade level mastery of standards and require more intensive intervention supports and accommodations; 2) Teachers were not consistently able to collaborate with grade level peers to support lesson design and cognitive planning to differentiate instruction for English Learners and utilize high impact practices in math; 3) Students were not successful in applying math concepts to performance tasks presented in the SBAC; 4) Teachers required more time for articulation, collaboration, and planning around the priority standards and the IABs to use item level analysis to target instruction; 5) Students continue to develop conceptual understanding and enhance their mathematical practices; 6) Students needed explicit instruction on application of mathematical strategies to solve real world problems and complete extended performance tasks; 7) Differentiated instruction and intervention was not consistently provided for students requiring support with key math standards and claims. 8.)Teachers needed additional PD and supports with the transition to remote instruction and the implementation of the newly adopted math program-Eureka.

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

N/A

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

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

State the School's Measurable Implementation Objective(s) for 2021-2022 *Required if this Goal is addressed.

By June 2022 100% of K-2nd grade teachers will participate in supplemental Math Professional Development focusing on the priority standards and strategies to meet the needs of students performing Below Benchmark standards. Teacher Evaluation /Feedback forms will be collected, Edulastic CFA reports will be run to analyze data and the Principal and Assistant Principal will conduct classroom observations with actionable feedback to measure effectiveness.

By June 2022 100% of 3rd-6th grade teachers will participate in supplemental Math Professional Development focusing on the priority standards and strategies to meet the needs of students performing Below Benchmark standards. Teacher Evaluation /Feedback forms will be collected, Edulastic CFA reports will be run to analyze data and the Principal and Assistant Principal will conduct classroom observations with actionable feedback to measure effectiveness.

By June 2022 100% of 3rd-6th grade teachers will administer the Math IAB's to all students and use the data and priority standards to collaborate with their grade level on implementing strategies for informed targeted small and whole group instruction that focuses on student's specific needs. IAB Reports will be run after administration of IAB's and Principal and Assistant Principal will conduct data chats with individual teachers as well as classroom observations with actionable feedback to measure effectiveness.

*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).

State the School's Measurable Improvement Objective(s) for 2021-2022 *Required if this Goal is addressed.

By June 2022, the percentage of K-2nd grade students scoring Below Benchmark Standard on the 2021-2022 Edulastic CFA #3 will decrease from 43.6% as measured by the most current CFA #1 data to 28.6% Below Benchmark Standard, an improvement of 15% as measured by Edulastic.

By June 2022, the percentage of 3rd-6th grade students scoring Below Benchmark Standard on the 2021-2022 Edulastic CFA #3 will decrease from 72% as measured by the most current CFA #1 data to 57% Below Benchmark Standard, an improvement of 15% as measured by Edulastic.

By June 2022, students in grades 3-6 will increase the average standards met (distance from 3) on the Mathematics SBAC by 10 points from 53.5 points below standard to 43.5 points below standard in order to improve performance level and move back to the yellow band as measured by the CA Dashboard.

By June 2022, socioeconomically disadvantaged students in grades 3-6 will increase the average standards met (distance from 3) on the Mathematics SBAC by 10 points from 55.6 points below standard to 45.6 points below standard in order to improve performance level and move back to the yellow band as measured by the CA Dashboard.

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

Focus Area: Lesson Planning, Data Analysis, and Professional Development		<i>Academic : Mathematics</i>						
Strategies								
Strategies, Actions and Tasks			Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
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		<i>Academic : Mathematics</i>						
Strategies								
Strategies, Actions and Tasks			Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
<p>All teachers will continue to develop their expertise in their grade level/priority standards and the instructional strategies outlined in the CA Framework. Teachers will utilize EngageNY/Eureka lessons as suggested in the Math Instructional Guide to focus on key priority standards and teach to mastery instead of following Teacher Editions. Teachers will consistently use anchor charts to build and strengthen academic language and support the use of models and strategies. Math journals will be used consistently throughout lessons to foster students' abilities to effectively communicate reasoning and practice problem solving daily. Teachers will utilize Talk Moves to increase student engagement and to provide students with multiple opportunities to use academic language in context (virtual, hybrid, in person).</p>			Continuing Strategy	07/01/2021 06/30/2022	Principal and Assistant Principal will conduct classroom observations; provide actionable feedback to teachers and ensure implementation of strategies received during professional development. The principal and assistant principal will give feedback on math lessons using the William Anton Teacher Feedback Google Docs platform.			
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Focus Area: Interventions During and After the School Day and Other Supports		<i>Academic : Mathematics</i>						
Strategies								

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Intervention programs (after school or on Saturdays) will be implemented that are well structured and that target specific areas of need across grade levels. Effective technology tools will be implemented to enhance student learning. Intervention will target students that scored below standard or near standard in the claim areas of concepts and procedures, problem solving, and communicating reasoning. Intervention will include 3-part problem sets that address each one of the math claims(virtual, hybrid, in person).	Continuing Strategy	07/01/2021 06/30/2022	Principal or designee along with teachers will monitor planning and implementation of intervention programs to determine if program goals are being met. Principal will ensure that proper intervention documentation and tasks are completed.

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

**Los Angeles Unified School District
2021-2022 School Plan for Student Achievement**

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

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

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

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

Per the ELtMR (October 2020), 122 students were counted as English Learners 33 of which are classified as Potential Long-Term English Learners and 1 is a Long Term English Learner, and 11 are newcomers. The reported reclassification rate for the 2019-2020 school year was 17.73%. The EL Dashboard also reports that the number of ELs is 115 of which 70 fell within profile H, 35 are performing withing profile G and only 2 are in profile B. In the 2019-2020 Summative ELPAC, of the 32 students tested per the MMED recommended list ,which did not include all English Learners, 3% scored at the Minimally Developed performance level; 19% scored at the Somewhat Developed performance level; 56% scored at the Moderately Developed performance level; and 22% of ELs tested scored at the target Level 4 Well Developed. Only 3 students have reclassified this school year.

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

The following are some of the issues related to the key findings: 1) The majority of English Learners were not all tested with the Summative ELPAC due to school closures in spring 2019; 2) English Learners are developing English Language proficiency but are performing at the somewhat developed level in reading and writing and continue to need supports to access core content; 3) Mixing schedules for ELD instruction were not implemented during remote instruction and not all teachers utilized the Smart Start lessons; 4)High impact strategies and focus on Constructive Conversations skills and development of academic vocabulary to access and use complex text are inconsistently used; 5) Inconsistent Integrated ELD and inconsistent progress monitoring by teachers to provide interventions for foundational reading skills and comprehension of complex text continue to be challenges; 5) ELD Standards-based activities are not consistently integrated into daily instruction and students have not consistently participated in tiered instruction and ELD lessons.

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

NA

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

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

State the School's Measurable Implementation Objective(s) for 2021-2022 *Required

By June 2022, 100% of K-6 teachers with ELL students will participate in supplemental ELD/ELPAC professional development focused on strategies to meet the needs of English Language Learners. EL Monitor rosters will be run by the EL Designee and Title III Coach and reviewed by EL Designee after each reporting period with individual teachers to measure the effectiveness of strategies implemented and classroom observations and actionable feedback will be provided by principal and assistant principal on a regular basis. In addition 100% participation in teacher professional developments will be measured by PD teacher sign in/out forms.

*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).

State the School's Measurable Improvement Objective(s) for 2021-2022 *Required

By June 2022, 24% of English Learners in grades K-6 will demonstrate English Language Proficiency by scoring at the Well-Developed level as measured by the Summative ELPAC administered in Spring.

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	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
In order to support the implementation of Designated ELD instruction, students will be grouped together by language classification and EL level for 45-60 minutes daily. Teachers of EL students will participate in targeted professional development, analyze student data, and collaboratively plan lessons that incorporate Instructional Approaches for Active Listening, Extended Communication, and Oral Summarizing. The following strategies and actions will be implemented: 1) Teachers will utilize the ELD Frame of Practice to collaboratively plan Designated ELD lessons that incorporate essential components of an ELD lesson and address student language proficiency levels in daily practice. 2) Teachers will work collaboratively and use the CA ELD standard to plan lessons and utilize MMED progress monitoring tools aligned to the ELD standards. 3) Teachers will incorporate Constructive Conversation Skills as part of rigorous ELD lessons. 4) Teachers with the support of the EL Designee and Title III will analyze student work and English Learner Monitoring Roster in order to provide small group differentiated instruction during Designated ELD to deliver targeted instruction and provide strategic support as needed (virtual, hybrid, in person).	Continuing Strategy	07/01/2021 06/30/2022	Principal, Assistant Principal will conduct classroom observations and provide actionable feedback to ensure that teachers implement effective strategies addressed at professional development sessions.

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

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

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Title III Coach provided by the local district will support effective classroom instruction in collaboration with the EL Designee. 1) Teachers will deliver Designated ELD instruction using the district created ELD Start Smart lessons and SOAR frames. 2) Teachers will incorporate Constructive Conversation Skills as part of rigorous designated ELD lessons across the content areas. 3) Teachers will include clear language objectives in their lessons and systematically incorporate a variety of proven research-based strategies that make instruction accessible and meaningful to EL learners such as Thinking Maps, sentence frames, pull out and talk/write, shared writing, Talk Moves, read-alouds, tapping prior knowledge, explicit teaching of academic vocabulary development, and the use of realia. 4) Teachers will analyze student work and English Learner Monitoring Roster in order to provide small group differentiated instruction during Designated ELD to deliver targeted instruction and provide strategic support as needed (virtual, hybrid, in person).</p>	<p>Continuing Strategy</p>	<p>07/01/2021 06/30/2022</p>	<p>Student language samples will be collected and analyzed by teachers in collaboration with the EL Designee to gauge progress. DIBELS benchmark and periodic monitoring scores will be used for students in K-2 to ensure acquisition of foundational reading skills. For students in grades 3-6 in addition to DIBELS and the Reading Inventory for 6th grade, their performance on the IABs will be used to gauge effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor professional development, grade level meeting agendas, sign-ins, and Learning Cycle planning protocol forms. Principal and Assistant principal will conduct regular classroom observations to provide timely actionable feedback to teachers that is linked to the TLF and professional development outcomes.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
T3A-LEP-Limited Eng Profcncy (7T197)	1000	14492 - ENG LRN COACH C-ES (3 Hrs / 5 Days)	30443987	N/A	14492	38,763	1.00	55
T3A-LEP-Limited Eng Profcncy (7T197)	2100	30165 - HEALTH WELFARE CERT	N/A	N/A	30165	-3,905		100
T3A-LEP-Limited Eng Profcncy (7T197)	2100	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-1,210	0.00	100
T3A-LEP-Limited Eng Profcncy (7T197)	1000	14493 - ENG LRNR COACH-DIFF	N/A	N/A	14493	505	0.00	100

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

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Intervention programs (after school or on Saturdays) will be implemented that are well structured and that target foundational literacy skills and accelerating language development and other areas of need for students in the Beginning and Emerging levels. Teachers will supplement student learning with additional time on learning programs including Amplify, Rosetta Stone, Horizons, and IXL that support language development and utilize effective technology tools to enhance student learning. Intervention will target students that scored below the Moderately Developed level in the ELPAC or score below benchmark in DIBELS (virtual, hybrid, in person).</p>	<p>Continuing Strategy</p>	<p>07/01/2021 06/30/2022</p>	<p>Student language samples will be collected and analyzed by teachers in collaboration with the EL Designee to gauge progress. CORE assessments will be used to monitor students in K-2 to ensure acquisition of foundational reading skills. For students in grades 3-6 in addition to DIBELS monitoring and the Reading Inventory for 6th grade, their performance on teacher-created formative assessments will be used to gauge effectiveness of strategies implemented by teachers. Principal and Assistant principal will monitor student attendance and adherence to planned program.</p>

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

**Los Angeles Unified School District
2021-2022 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
<input checked="" type="checkbox"/>	Other: FOCUS Dashboard

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

According to the results of the 2020-2021 School Experience Survey 78% of students, 28% of parents, 94% of staff, and 100% of teachers participated in the survey. 78% of student responders feel they are part of the school. Only 42% of students feel that kids at their school are kind to each other, which was the most significant low percentage of all reported questions. 85% of parent responses indicate they agree that the school includes them in decisions made about their child's education but only 97% agree that teachers respond to their needs in a timely manner. 86% of parents reported feeling welcomed to participate at this school. 92% of parents agree that "the school informs me about volunteer opportunities". 32% of teachers agree that "teachers collaborate with one another as a grade level about curricular or instructional issues." Another key finding is that only 13% of teachers agree that "teachers meet to examine student performance data." 66% of teachers surveyed felt that what they learned in professional development provided in school addressed their student's needs and 48% agreed that the Educator Development and Support process helped them improve their teaching and learning. 59% agreed that the professional development at this school is differentiated for my level of teaching experience. Based on preliminary response rates for the 2020-2021 SES, 180 out of the 235 students responded to the survey. Out of the 533 students enrolled as of February, 269 have parents registered in Parent Portal (50%) a 23% increase compared to February 2020. We have an active PTA and a parent volunteer program that encourages active parent participation in all school-wide events.

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

The lower response rate for the parent surveys (drop from 69% to 28%) can be attributed to not following up with the online survey. The student responses decreased from 96% last year to 78% this year, but it is still not 100%. The low agreement level by teachers for the efficacy of professional development and teaching practice and the link to EDSP indicates a lack of consistent linking of focus strategies highlighted in professional development and expected application in classroom instruction. Classroom observation were inconsistent and actionable feedback was not directly linked back to Teaching standards and professional development. Another low agreement level noted for teachers as the professional development being differentiated for their level of experience can be attributed to the design of the professional development that lacks opportunities for teachers to select topics and formats different from the general PD. Despite the schoolwide campaign to support parents in registering for the Parent Portal and having our community representative support registration daily through a Zoom room and phone calls, many parents have not to enrolled.

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

The percent of students who have at least one parent registered for Parent Portal as measured by the Focus Dashboard has been met. We have 50% parent registration largely due to the support our Parent Community representative has provided individual parents on site and through her Zoom room. Parents who have come or called to requests support with devices were also helped in registering for Parent Portal. Teachers have also messaged parents about the importance of having access to Schoology to support with remote instruction. The percent of teachers that felt that "professional development at this school is differentiated for my level of experience" increased by 15% from 44% to 59% as reported in the 2020-21 SES. Differentiated professional development was provided to teachers and teachers were given grade level collaboration time to differentiate their learning and teaching practices. The percent of parents that stated they "feel welcomed to participate in this school" increased by 12% from 74% to 86% as reported in the 2020-21 SES. One strategy that was implemented was that the community representative focused on parent outreach by phone calling and supporting parents with technology to log on to virtual parent workshops.

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

the objective that was not met was the percent of students that stated "kids at my school are kind" which remained the same at 42% as reported by the 2020-21 SES. The next steps will be to determine what strategies to put in place to address this student concern by gathering qualitative data such as interviews and asking for student input to place strategies into place so that this area may be addressed.

State the School's Measurable Implementation Objective(s) for 2021-2022 *Required

By June 2022, 100% of teachers will improve from implementing Community Building circles on various dates to implementing weekly Community Building circles that focus on kindness and empathy and integrate Sanford Harmony strategies to daily SEL lessons that encourage positive peer interactions and foster kindness and relationship building. Teacher Community Building circles log and SEL lesson plans will be used to measure effectiveness.

By June 2022, the leadership team and teachers will invite parents to participate in a meet and greet session at the beginning of the year either remotely or in person to inform them about expectations, how to access resources, and how to support their child's academic and social/emotional growth throughout the school year. Parent evaluation feedback form, sign in and/or zoom usage report will be used to measure effectiveness.

By June 2022, teachers will inform parents about parent portal registration at Back to School Night, conferences and other school wide events and the community representative will support parent portal registration by phone calling and holding one on one registration sessions with parents. Parent Portal registration report will be run to measure effectiveness.

By June 2022, 100% of teachers will meet to examine DIBELS, IAB, CFA, and other formative assessments upon completion of each assessment cycle to collaborate on next steps and collaboratively design lessons that support student achievement. Teacher Evaluation forms will be used to measure effectiveness.

*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).

State the School's Measurable Improvement Objective(s) for 2021-2022 *Required

By June 2022, students who agree that kids at this school are kind to each other will increase 18% from 42% to 60% as measured by the 2021-2022 School Experience Survey

By June 2022, parents who state, "I have visited my child's school to get information and/or access resources." will increase 5% from 93% to 98% as measured by the 2021-2022 School Experience Survey.

By June 2022, the percent of students who have, at least one parent registered for Parent Portal will increase 20% from 50% to 70% as measured by the Focus Dashboard.

By June 2022, teachers who state "Teachers meet to examine student performance data." will increase 20% from 13% to 33% as measured by the 2021-2022 School Experience Survey.

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

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Parents will be engaged through workshops that will help them support their children's academic achievement. Community Representative will maintain a clean and organized parent center to welcome and assist parents. The Community Representative will also coordinate with outside agencies and non-profit organizations to provide workshops on Mental Health, Parenting Strategies, Nutrition, and Healthy Living. The leadership team will provide parent workshops annually on the following topics (virtual, hybrid, in person; dates are tentative and subject to change): <ul style="list-style-type: none"> • Strategies to Help My Child Stay Engaged (9/21) • Using Schoology to monitor my child's learning (11/21) • PTA Presentation and Recruitment (8/21) • Holding data conversations with teachers about student progress (1/22) 	Continuing Strategy	07/01/2021 06/30/2022	Principal and Leadership Team will examine School Experience Survey data to determine how much do parents feel welcomed at our school and with the assistance of the Communitive Representative will maintain ongoing communication with parents/guardians and school community. Principal will schedule and monitor attendance during activities and review agendas and sign-ins.
The staff and teachers at Anton will be engaged through multiple opportunities to provide input and feedback (i.e. surveys, verbal feedback, and Schoology). Monthly staff Attendance Recognition breakfast will be conducted and shared in the weekly bulletins. Staff will be encouraged to complete the School Experience Survey and data will be shared to identify collaboratively areas to improve. Staff will also organize and hold events that highlight the visual and performing arts (VAPA), and invite families and community members to attend. These events include the Winter Holiday Program (12/21), Cinco de Mayo Program (05/22), and STEM Astronomy Night (3/22) (virtual, hybrid, in person): At Anton ES staff and students will be engaged through the following activities: <ul style="list-style-type: none"> • Back-to-School Night (8/21) • Student Awards Assemblies every trimester (11/21, 3/22, 6/22) • Open House (5/22) • STEM Astronomy Night (3/22) • Attendance Recognition Certificates every semester (1/22, 6/22) 	Continuing Strategy	07/01/2021 06/30/2022	Principal and Leadership Team will examine School Experience Survey data to determine how staff are engaged at our school and with the assistance of the Communitive Representative will maintain ongoing communication with parents/guardians and school community. Principal will schedule and monitor attendance during activities and review agendas and sign-ins.
Students at Anton will be egaged through events organized by staff that highlight student contributions and participation. These events include the Winter Holiday Program (12/20), Cinco de Mayo Program (05/21), and STEM Astronomy Night (2/22). At Anton ES staff and students will be engaged through the following activities (virtual, hybrid, in person): <ul style="list-style-type: none"> • Back-to-School Night (8/21) • Student Awards Assemblies every trimester (11/21, 3/22, 6/22) • Open House (5/22) • STEM Astronomy Night (3/22) • Attendance Recognition Certificates every semester (2/21, 6/21) 	Continuing Strategy	07/01/2021 06/30/2022	Principal and Leadership Team will examine student participation in school wide events. School Experience data will be evaluated to determine how students are engaged at our school. Principal will schedule and monitor attendance during activities and review event programs and sign-ins.

Budget

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

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

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Parent Portal registration and use will be communicated to parents, teachers, staff, and students using multiple methods including postings in school website and Class Dojo, personal invitations, Blackboard/ConnectED messages, parent calendars and flyers, one on one sessions with the school community representative. The school will use every resource available to effectively communicate to our families in a manner that addresses the various family structures and language needs. We will send home and post in our school website and through Class Dojo and Seesaw:</p> <ul style="list-style-type: none"> • monthly calendars (mailed out at the end of the previous month) <p>To promote parent center activities, reminders to parents will be made via:</p> <ul style="list-style-type: none"> • flyers (sent home 2 weeks before event) • Blackboard connect-Ed phone calls English and Spanish (made 3 days before the event) • News and Special Events posted on Anton ES website <p>Effective communication will also be supported during SSC and ELAC meetings. The parent center will serve as our main hub for all parent communications and educational and socializing opportunities (virtual, hybrid, in person).</p> <p>At Anton ES, communication with students will be supported with the following:</p> <ul style="list-style-type: none"> • Weekly assemblies (school-wide) • Back-to-School Night • Open House • Weekly announcements (through the P.A. system) • In-class teacher announcements. • Schoology • Google Classroom <p>At Anton ES, communication with staff will be supported with the following:</p> <ul style="list-style-type: none"> • Weekly Bulletins and Interoffice Memos • Back-to-School Night • Open House • Weekly announcements (through the P.A. system) • Professional Development meetings/trainings • Schoology 	Continuing Strategy	07/01/2021 06/30/2022	Principal and Assistant Principal, with the support of the Community Representative and the Instructional Coach, will schedule activities, monitor event attendance, and review agendas and sign-ins. Monthly data will be collected on Parent Portal registration to ensure effective communication.

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
Supplemental Instructional Materials (\$499) to provide parents access to handbooks and parent resource books on a check out basis to support their child's socio-emotional well-being, academics, and behavior. Brochures and other bilingual literature to provide additional information presented during workshops will be given to participating parents. Literature will be purchased for parents to check out and participate in a monthly book club sponsored by one of the out of classroom leadership team members and coordinated by community representative. Some of the titles include Mindset: The New Psychology of Success (English and Spanish), Growing Mindful: Practicas de mindfulness para todas las edades, and One of a Kind/Unico Como Yo. We will also purchase composition books for journaling (virtual, hybrid, in person).	Continuing Strategy	07/01/2021 06/30/2022	Principal and Assistant Principal, with the support of the Community Representative and the Instructional Coach, will collect data through surveys and evaluations to determine effectiveness of resources shared. Agendas, sign-ins, and evaluations will be used to determine effectiveness of efforts.
General Supplies technology ((\$3,400) Chromebooks will be available for parents to use in the Parent Center for Parent Portal registration during the day and during school-wide events. These Chromebooks will also be used by community representative to develop parent technology skills and support their access to Parent Portal and other district online resources.	Continuing Strategy	07/01/2021 06/30/2022	Principal and Assistant Principal, with the support of the Community Representative and the Instructional Coach, will schedule activities, monitor event attendance, and review agendas and sign-ins. Monthly data will be collected on Parent Portal registration to ensure effective use of Chromebooks.
Non-Capitalized Equipment Other (\$1,500) will be used to purchase a laptop for the Community Representative to utilize on a daily basis in supporting parent involvement. This will enable the Community Representative to engage in one on one meetings with parents to support with parent portal registration, coordinate, attend and support virtual parent workshops, communicate about school wide and after school events to parents and support parent's learning about new educational apps and technology (virtual, hybrid, in person).	Continuing Strategy	07/01/2021 06/30/2022	Principal and Assistant Principal, with the support of the Community Representative and the Instructional Coach, will schedule activities, monitor event attendance, and review agendas and sign-ins. Monthly data will be collected on Parent Portal registration to ensure effective use of Chromebooks.

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2100	40125 - NON-CAP EQUIP-OTHER	N/A	N/A	40125	1,500		100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40127 - GEN SUPPLIES TECHNO	N/A	N/A	40127	3,400		100
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	1000	40269 - SUPPLMTL INSTRL MAT	N/A	N/A	40269	499	0.00	100

Focus Area: 100% Graduation and Beyond - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Ongoing support to build parents' capacity to support students' academic achievement will be provided. Parents will attend parent workshops provided by Instructional Coach/Categorical Program Advisor and Assistant Principal to reinforce and support learning at home on the following topics:</p> <ul style="list-style-type: none"> • A-G Graduation Requirements • Attendance • Literacy • Math • How to Support Student Learning at Home • Priority Standards • Growth Mindset • Supporting student reading at home through District online programs (Amplify, IXL, Rosetta Stone) • Understanding DIBELS Reports • Reading and Writing strategies • SBA/IAB ELA Assessment • DIBELS and Reading Inventory • Benchmark Advance online Resources • CAASPP report workshops 	New Strategy	07/01/2021 06/30/2022	Evaluations for parent workshops will be used to determine effectiveness and collect data on parent understanding. Principal, EL Designee, and Instructional Coach with the support of the Community Representative, will schedule workshops and monitor agendas and sign-ins for participation.

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

Focus Area: ELA - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Ongoing support to build parents' capacity to support students' achievement in ELA will be provided. Parents will attend monthly meetings and parent workshops provided by Instructional Coach/Categorical Program Advisor and Assistant Principal to reinforce and support learning at home on the following topic (tentative schedule subject to change):</p> <ul style="list-style-type: none"> • Supporting student reading at home through District online programs (Amplify, IXL, Rosetta Stone) (10/21) • Understanding DIBELS Reports (11/21) • Reading and Writing strategies (12/21) • SBA/IAB ELA Assessment (1/22) • DIBELS and Reading Inventory (2/22) • Benchmark Advance online Resources (3/22) • CAASPP report workshops (4/22) <p>Community Representative will promote increased parent participation during parent meetings, and other school events including Coffee with the Principal, Back-to-School Night, Family Literacy Event, Parent Conferences, and Open House.</p>	New Strategy	07/01/2021 06/30/2022	The Principal will set calendar of workshops and monitor agendas and sign-ins. The Community Representative under the supervision of the Principal, and with the support of the Instructional Coaches will organize and publicize workshops.

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

Focus Area: **Mathematics - Building Parent Capacity and Partnership *Required** Parent And Community

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Ongoing support to build parents' capacity to support students' achievement in Math, parents will attend parent workshops provided by Instructional Coach and teachers to reinforce and support learning at home on the following topics (tentative schedule subject to change):</p> <ul style="list-style-type: none"> • Math Practices and Strategies to Support Learning at Home (9/21) • California Formative Assessments and Edulastic (10/21) • Understanding Math Interim Assessment Reports and Next Steps (1/22) • CAASPP report workshops (2/22). <p>Teachers will post math learning targets for math on Schoology and inform parents of the math standards that will be addressed during classroom instruction at Back to School Night and during parent conferences. Community Representative will promote increased parent participation during parent meetings, and other school events including Coffee with the Principal, Back-to-School Night, STEM Night, Parent Conferences, and Open House.</p>	New Strategy	07/01/2021 06/30/2022	Evaluations for parent workshops will be used to determine effectiveness and collect data on parent understanding. Principal, EL Designee, and Instructional Coach with the support of the Community Representative, will schedule workshops and monitor agendas and sign-ins for participation.

Budget

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

Focus Area: EL Programs - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies			
Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>Parents will build their capacity as learners by becoming knowledgeable about the English Language Development Standards and the reclassification process. They will develop a repertoire of skills that will promote language acquisition at home. Special emphasis will be placed on ensuring they are empowered to have data driven conversations with teachers and their child to address learning needs and support progress. The Community Representative will have a role in supporting parents of English learners. The Community Representative will support the EL Designee in scheduling ELAC Orientations and Council meetings and coordinate workshops to build parent capacity to support their child meet reclassification criteria and deepen their understanding of the English Language Development standards. Workshops will also focus on skills to promote language acquisition at home and the role of the SSPT process in monitoring EL progress. The Community Representative will set up an ESL class to support parent learning. Workshops will be held at the parent center include (dates are tentative and subject to change):</p> <ul style="list-style-type: none"> • Master Plan for English Learners (9/21) • ELPAC Results and Individual Reclassification Plans (10/21) • Weekly Parent Portal Registration Support • Designated/Integrated ELD Instruction (11/21) • Reclassification Criteria for English Learners (12/20) • DIBELS and SBA Purpose and how to understand student level reports (1/22) • Writing strategies (3/22) • Technology at Home and at School (4/22) <p>Parents will learn about English Learner Programs and participate in the ELAC by attending an orientation and regular meetings held throughout the year. ELAC agenda topics that address reclassification include: EL Master Plan; ELPAC assessment and online parent resources; EL Student Achievement Data; Monitor ELD and SSPT process.</p>	New Strategy	07/01/2021 06/30/2022	Evaluations for parent workshops will be used to determine effectiveness and collect data on parent understanding. Principal, EL Designee, and Instructional Coach with the support of the Community Representative, will schedule workshops and monitor agendas and sign-ins for participation.

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

Focus Area: 100% Attendance - Building Parent Capacity and Partnership ***Required** Parent And Community

Strategies

Strategies, Actions and Tasks	Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy
<p>The PSA counselor and the School Attendance committee will implement a school wide attendance incentive program that recognizes students with outstanding and perfect attendance through weekly assemblies and quarterly events. Students will be recognized at grade level assemblies that are scheduled so that parents may attend when school is in session at the site and in special Zoom Webinars when remote instruction applies. Attendance will be monitored monthly and information will be shared with parents during SSC and ELAC meetings as well as Coffee with the Principal events.</p> <p>PSW and the PSA counselor will provide parent workshops that support the goal of improving attendance and reducing suspensions. Workshops include:</p> <ul style="list-style-type: none"> -Home Routines to Improve Attendance (10/21) -Positive Discipline at Home and School (12/21) -Motivation and Positive Mindsets (2/22) -Anton's Positive Behavior Plan (8/21; 3/22) 	New Strategy	07/01/2021 06/30/2022	Principal will schedule workshops and collect evaluations to determine parent understanding of material presented and next steps needed. Community Representative will collect agendas and sign-ins to monitor parent participation and report to principal.

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
2021-2022 School Plan for Student Achievement**

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

LAUSD Goal: 100% Attendance Indicate all data reviewed to address this 100% Attendance Goal:	
<input type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input checked="" type="checkbox"/>	MyData
<input type="checkbox"/>	Student Grades
<input type="checkbox"/>	IEP Goals Data
<input type="checkbox"/>	DIBELS Math
<input type="checkbox"/>	DIBELS
<input type="checkbox"/>	School Accountability Report Card (SARC)
<input checked="" type="checkbox"/>	CA Dashboard
<input type="checkbox"/>	Smarter Balanced Assessment Criteria (SBAC)
<input type="checkbox"/>	Interim Comprehensive Assessment (ICA)
<input type="checkbox"/>	Interim Assessment Blocks (IAB)
<input type="checkbox"/>	School Experience Survey
<input type="checkbox"/>	Publisher's Assessments
<input type="checkbox"/>	Reading Inventory (RI)
<input type="checkbox"/>	N/A
<input checked="" type="checkbox"/>	Other: Focus Dashboard

1. List key findings related to 100% attendance, suspensions, school safety, and other supports based on objective, factual data drawn from the current school year (e.g., student outcome data, observations, surveys, focus groups, etc.).CA Dashboard data must be included when available. *Required

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

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

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

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

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

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

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

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

N/A

State the School's Measurable Implementation Objective(s) for 2021-2022 *Required if this Goal is addressed.

By June 2022, a school wide 100% attendance campaign will be implemented by announcing weekly/monthly classroom and individual attendance incentives with prizes given to students to increase attendance. Monthly attendance reports will be run by the PSA and Principal and Assistant Principal will analyze attendance data and oversee the 100% Attendance campaign to measure effectiveness.

*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).

State the School's Measurable Improvement Objective(s) for 2021-2022 ***Required if this Goal is addressed.**

By June 2022, the percentage of students meeting the 96% attendance goal will increase from 79.2% to 82% as measured by My Data.

By June 2022, the percentage of students with chronic absences will decrease from 10.2% to 9% as measured by My Data.

By June 2022, the percentage of students identified as socioeconomically disadvantaged that are chronically absent will decrease from 15.7% to 12.7% as measured by CA Dashboard.

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

Strategies								
Strategies, Actions and Tasks			Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
PSW will provide workshops to help staff address the social -emotional and behavioral factors that may impede student progress. The PSW will provide individual and group counseling to follow up on parent, teacher, and SSPT referrals. PSW will also offer parent education and training that address challenges to learning and promote social-emotional growth (virtual, hybrid, in person).			Continuing Strategy	07/01/2021 06/30/2022	Principal will monitor the activities of the PSW and will receive weekly updates on individual counseling, family referrals, home visits, and social-skills groups to evaluate success of interventions, strategies, and Restorative Justice efforts. Quarterly attendance reports will be cross-referenced with PSW caseload to determine if PWS has been successful at improving attendance rates and action plans will be created to address additional needs.			

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)	3110	13114 - ITIN PSYCH SOC WKR C (8 Hrs / 2 Days)	N/A	N/A	13114	51,177	0.00	100

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

Strategies								
Strategies, Actions and Tasks			Status	Action Begin & End Date Status	Identify the title of position/staff responsible for monitoring the strategy			
School Nurse will provide supplemental services including, ensuring at-risk student health and welfare and mitigating health issues that impede student attendance and learning, including counseling with students and parents as well as referrals to community agencies The School Nurse will provide staff development in health-related issues that may impact student engagement and academic achievement. School nurse will also provide health-related counseling and education for parents and families.			Continuing Strategy	07/01/2021 06/30/2022	Principal will monitor nurse's activities through observation and will receive weekly updates on students' health issues.			

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

**Los Angeles Unified School District
2021-2022 School Plan for Student Achievement**

Indicate all data reviewed to address this Goal:

1. List key findings related to 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**

State the School's Measurable Implementation Objective(s) for 2021-2022 *Required if this Goal is addressed.

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

State the School's Measurable Improvement Objective(s) for 2021-2022 *Required if this Goal is addressed.

Focus Area:	<i>Other Academic Content</i>							
Strategies								
Strategies, Actions and Tasks	Status	Action Begin & End Date	Identify the title of position/staff responsible for monitoring the strategy					
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				

Resource Inequities and Evidence-Based Interventions (RI)

RESOURCE INEQUITIES REVIEW

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

1. What actionable inequities were identified by the school?

A review of the resource allocations and school-wide practices reveal that Anton Elementary lacks meaningful access to intervention for all at-risk students. The school's intervention program over the last two years has not been available to all at-risk students. Last school year, the intervention classes were funded after the second allocation of Title I was approved and was limited to a 15-hour Saturday session. The second intervention session was set to start in March 2020, but was disrupted by COVID and the transition to remote instruction. This school year two separate sessions will provide small group instruction and tutoring in ELA and math by our teachers three days per week or for three hours per 5 Saturdays for students identified as being at risk of not meeting grade level standards or who have below standard results in Edulastic CFA or SBA. Based on review of student participation records from 2018-2019, however, it has become clear that students most at risk did not actually participate in the program due to only five classes being offered in the Spring of which only 2 were available for K-3 students. This school year, the school offered 5 classes because only 5 teachers volunteered to teach intervention. 50 K-6 students were invited to participate in the first semester after school and Saturday Math/ELA session; in total about 20 students attended the program. Data from pre- and post-session assessments confirms that at-risk students who have participated in the intervention program make academic gains, the 15 hours is not enough to address their needs. Based on our root cause analysis, which has included close examination of MyData reports for at-risk students and the high number of students scoring well-below benchmark in the Middle of the Year DIBELS 8 across all grade levels, our intervention program is not addressing the identified needs. Our school's decision to use our resources to offer intervention after school and on Saturdays in 15-hour sessions to offer more students access has in turn led to inequitable access to intervention support for at-risk students. Anton Elementary also has inequitable use and distribution of Teacher Assistant services. The last 2 years our school has been using its Title I and TSP funds to purchase five (3) 4-hour teacher assistant (TA) positions and two (2) 3-hour teacher assistant (TA) each year. They are assigned to support Kindergarten teachers with ELLP and help supervise Kinder classes for recess and lunch. Based on our review of SBA, ELPAC, and DIBELS data, however, we have noticed that students in our English Learner and socioeconomically disadvantaged student subgroups continue to experience comparatively low levels of performance in both ELA and Math. We are realizing that we need to reconsider the way that our school is using its TA positions in order to deploy them more equitably and ensure that we maximize their impact on student achievement for at-risk students. We also need to figure out how we can increase the professional capacity of our TAs to provide more effective instructional support in the upper grade classroom which have several newcomer students to meet the diverse needs of our at-risk students. Based on data review, the school has identified an equity concern regarding the low percentage of socio-economically disadvantaged and English Learners who are identified as gifted and talented. In the current year (2019-2020), the school's student population of 585 includes only 27 students identified as gifted and talented (11 are 4th graders, 9 are 5th graders, and 5 are 6th graders). Our GATE identification rate is below the district goal of 6%. Only one of this gifted and talented student group is an English Learner and 6 are Reclassified Fluent English Proficient (RFEP) students, even though English Learners and RFEP students constitute 24% and 14%, respectively, of the school's total student population. The school did not have an assigned GATE coordinator last school year and this school year has a new Coordinator to facilitate the identification process but no school-wide campaign has been put in place and we need to start by providing our teachers with training on the process. The school is in the process of gathering and reviewing data and information regarding the school's rates of referral for GATE assessment in order to inform further analysis of the causes for this disproportionate identification of EL and RFEP students as gifted and talented, and determine how our school might better use its resources to address this inequitable student outcome.

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

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

3. How will the school address these inequities?

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

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

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

EVIDENCE-BASED INTERVENTIONS

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

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

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

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

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

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

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

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

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

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

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

New
 Continuing

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

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

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

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

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

In order to evaluate the impact of our evidence-based intervention on student outcomes and our efforts to improve in our targeted area(s) of need, as identified in response to Prompt #1 above and in the Goal Pages of our School Plan for Student Achievement (SPSA), the school will use the following measurable objective(s) set forth in our SPSA: By June 2022, the percentage of K-2nd grade students scoring Benchmark or Above Benchmark on the 2021-2022 EOY DIBELS will increase from 30% as measured by current 2021 MOY data to 34% an improvement of 4 % as measured by DIBELS. By June 2022, the percentage of 3rd-6th grade students scoring Benchmark or Above Benchmark on the 2021-2022 EOY DIBELS will increase from 58% as measured by current 2021 MOY data to 63%, an improvement of 4 % as measured by DIBELS. By June 2022, students in grades 3-6 will increase the average standards met (distance from 3) on the English Language Arts SBAC by 10 points from 91.4 below standards to 81.4 below standards in order to make gains to move out of the red band as measured by the CA Dashboard. By June 2022, the percentage of K-2nd grade students scoring Below Benchmark Standard on the 2021-2022 Edulastic CFA #3 will decrease from 43.6% as measured by the most current CFA #1 data to 28.6% Below Benchmark Standard, an improvement of 15% as measured by Edulastic. By June 2022, the percentage of 3rd-6th grade students scoring Below Benchmark Standard on the 2021-2022 Edulastic CFA #3 will decrease from 72% as measured by the most current CFA #1 data to 57% Below Benchmark Standard, an improvement of 15% as measured by Edulastic. By June 2022, students in grades 3-6 will increase the average standards met (distance from 3) on the Mathematics SBAC by 10 points from 53.5 points below standard to 43.5 points below standard in order to improve performance level and move back to the yellow band as measured by the CA Dashboard. The school will monitor our progress toward achieving our ELA and Math objectives by setting and evaluating our achievement of appropriate progress goals to be measured by periodic assessments, including DIBELS 8 progress monitoring, Interim Assessment Blocks (IABs), and periodic assessments in Math based on commonly created grade level tasks. At the beginning of the year, the school will use DIBELS 8 as a screening instrument to determine student reading levels, and then use subskill target measures subtests to monitor student progress bi-monthly. In addition, students participating in RTI for math support will be given diagnostic math assessments to identify target skills and curriculum-based assessments to measure progress. School leadership and grade level teams will collaboratively review and analyze the results of the interim assessments to determine whether students are making adequate progress in the program and identify potential barriers to progress, as well as to inform instruction. Students who are not making adequate progress will be recommended for after-school or Saturday intervention when available. In order to ensure high quality implementation of the RTI model and Learning Center, which is necessary to maximize its effectiveness, the Principal and Assistant Principal will regularly observe and provide actionable feedback to intervention teacher, using a strategic observation and feedback tool. The Instructional Leadership team including the Title III and Instructional Coach will also support the intervention teacher in periodic review of progress monitoring data, identification, and discussion of program strengths, challenges, and strategies for improved delivery. Sending teachers will also meet periodically with intervention team to review progress and collaborate on the focus of instruction for individual students.

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

N/A

TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LOCAL DISTRICT MONITORING

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

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

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

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

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

In addition, they will also analyze the alignment of ELA and Math tasks to grade level Standards; the Depth of Knowledge (DOK) levels in the task; and, the observation of equal intensity of Rigor in Math as defined in the California Framework (Conceptual Understanding, Procedural Skills/Fluency and Real World Application). English Language Arts tasks will be reviewed to ensure they include an integration of two or more strands (Reading, Writing, Speaking/Listening, Language) grounded in evidence from both literary and informational text.

In ELA, Math and Science, they will observe for evidence of students constructing viable arguments and critiquing the reasoning of others and engage in arguments from evidence.

Based on our Local District Foci, there will be ongoing observation and support of professional development with an emphasis on creating grade level Standards based tasks, student engagement in the planned tasks, and the use of high leverage strategies that reflect the school's focus. Principal Supervisors will give principals and school teams feedback on their progress towards providing student engagement of grade level Standards based tasks. Support for the analysis of formative assessment results of student performance and action planning will be provided to schools.

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

Budget Summary

Budget Item Description	Indirect	CE-ESSA T1 Schools (7S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7T124) FTE & Amount	CE-ESSA T1 Sch-Parent Invlmnt (7E046) FTE & Amount	T3A-LEP-Limited Eng Profcncy (7T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7T691) FTE & Amount	Total FTE & Total Amount
10247 10247 - DIFF INSTL COACH ELM	<input type="checkbox"/>	0.00 918	0.00 0	0.00 0	0.00 0	0.00 0	0.00 918
10376 10376 - TUTOR TCHR X TIME	<input type="checkbox"/>	0.00 2,016	0.00 0	0.00 0	0.00 0	0.00 0	0.00 2,016
10562 10562 - DDSUB CSR T BEN ABSC (6 Hrs)	<input type="checkbox"/>	0.00 1,465	0.00 0	0.00 0	0.00 0	0.00 0	0.00 1,465
107762 107762 - TCHR AST DEG TK NW/2 (3 Hrs / 5 Days)	<input type="checkbox"/>	4.00 49,233	0.00 0	0.00 0	0.00 0	0.00 0	4.00 49,233
11681 11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>	0.00 764	0.00 0	0.00 0	0.00 0	0.00 0	0.00 764
117361 117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00 70,727	0.00 0	0.00 0	0.00 0	0.00 0	1.00 70,727
13114 13114 - ITIN PSYCH SOC WKR C (8 Hrs / 2 Days)	<input type="checkbox"/>	0.00 51,177	0.00 0	0.00 0	0.00 0	0.00 0	0.00 51,177
13253 13253 - CSR TCHR ELEM G2 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 122,357	0.00 0	0.00 0	0.00 0	0.00 0	1.00 122,357
13280 13280 - NONREGC TCHR EL 1TK (6 Hrs / 5 Days)	<input type="checkbox"/>	1.00 122,357	0.00 0	0.00 0	0.00 0	0.00 0	1.00 122,357
13454 13454 - INSTRL COACH EL C1T (3 Hrs / 5 Days)	<input type="checkbox"/>	1.00 70,479	0.00 0	0.00 0	0.00 0	0.00 0	1.00 70,479
14492 14492 - ENG LRN COACH C-ES (3 Hrs / 5 Days)	<input type="checkbox"/>	0.00 0	0.00 0	0.00 0	1.00 38,763	0.00 0	1.00 38,763
14493 14493 - ENG LRNR COACH-DIFF	<input type="checkbox"/>	0.00 0	0.00 0	0.00 0	0.00 505	0.00 0	0.00 505

14895 14895 - TA-ALLOWANCE-PNWD	<input type="checkbox"/>	0.00	1,730	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1,730
30165 30165 - HEALTH WELFARE CERT	<input type="checkbox"/>	0.00	-14,200	0.00	0	0.00	0	0.00	-3,905	0.00	0	0.00	-18,105
30166 30166 - RETIREE BNFTS CERT	<input type="checkbox"/>	0.00	-4,400	0.00	0	0.00	0	0.00	-1,210	0.00	0	0.00	-5,610
40125 40125 - NON-CAP EQUIP-OTHER	<input type="checkbox"/>	0.00	0	0.00	0	0.00	1,500	0.00	0	0.00	0	0.00	1,500
40127 40127 - GEN SUPPLIES TECHNO	<input type="checkbox"/>	0.00	0	0.00	0	0.00	3,400	0.00	0	0.00	0	0.00	3,400
40269 40269 - SUPPLMTL INSTRL MAT	<input type="checkbox"/>	0.00	0	0.00	0	0.00	499	0.00	0	0.00	0	0.00	499
40239 POTENTIAL FNDING VAR	<input type="checkbox"/>	0.00	7,594	0.00	0	0.00	167	0.00	0	0.00	0	0.00	7,761
40261 PENDING DISTRIBUTION	<input type="checkbox"/>	0.00	1	0.00	0	0.00	0	0.00	10	0.00	0	0.00	11
Total		8.00	482,218	0.00	0	0.00	5,566	1.00	34,163	0.00	0	9.00	521,947

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**