

California Department of Education

Early Literacy Support Block Grant Program
Annual Progress Report Template

The Early Literacy Support Block (ELSB) Grant program Annual Progress Report allows for participating districts and eligible schools to determine and describe the effectiveness in addressing the required components of the ELSB Grant planning process. **The Annual Report for Year 1 (Planning Year) is due to the California Department of Education on July 30, 2021.** Please complete the following information and email the completed report to ELSBGrant@cde.ca.gov.

Name of District and Eligible Participating School(s):

Los Angeles Unified School District

Forty Second Street Elementary

Fries Elementary

La Salle Avenue Elementary

Twenty Eighth Street Elementary

West Athens Elementary

YES Academy

Report Submitted By (Name/Title): Carlen Powell

Phone/Email: carlen.powell@lausd.net (323) 252-1293

Period Covered: July 1, 2020 through June 30, 2021

Date Submitted: September 10, 2021

1. Account for the ELSB grant program planning activities that identify both individual and collective contributions in the conducting of a Root Cause Analysis and Needs Assessment.

- a. Describe the process and timeline of activities conducted in the development of the Root Cause Analysis and Needs Assessment
- b. Specify the local educational agency (LEA) ELSB lead and primary fiscal contact staff.
- c. Include the names of participants for each participating school and participant roles (e.g., J Brahms – 1st grade teacher at Mozart Elementary; A. Vivaldi – Principal, Bach Elementary, R. Wagner – Bach Site Literacy Coach, G. Verdi – District Curriculum Coordinator etc.).

- a. Describe the process and timeline of activities conducted in the development of the Root Cause Analysis and Needs Assessment

Beginning in January of 2021, schools teams participated in 9 sessions facilitated by SCOE. The professional learning sessions occurred twice a month between January and May and were attended by school teams and district personnel. School teams also attended support sessions with Alison McKeeman Rice to get feedback on their root cause analysis, needs assessments, and literacy action plans. Teams received individual feedback to refine root cause analysis findings. School teams participated in 3 sessions facilitated by LAUSD to support understanding the grant initiative and collaborate with other schools in the grant. Additionally, LAUSD support held ongoing meetings from March through June with individual school teams to provide feedback on their plans and budgets. There were also LAUSD drop in sessions where school could reach out for support as needed. Each school engaged their school communities in the process through faculty/staff meetings, school site council and English learner council meetings, and community meetings beginning in January of 2021.

- b. Specify the local educational agency (LEA) ELSB lead and primary fiscal contact staff

LEA ELSG Lead: Carlen Powell, Administrator of Elementary Instruction - carlen.powell@lausd.net
Temporary Primary Fiscal Contact: Arthur Malicdem, Assistant Budget Director - arthur.malicdem@lausd.net

- c. Include the names of participants for each participating school and participant roles

Forty Second Street Elementary

Irina Sugar, Principal; Anna Kojaoghlanian, Literacy K-1 READ Expert; Carla Salgado, Categorical Program Advisor; Teri Anderson, Kindergarten Teacher; Adebola Afolabi, Resource Specialist; Patrick Brady, 2nd Grade Teacher

Fries Avenue Elementary

Lorraine Torres, Principal; Susan Acevedo, 2nd Grade Teacher, Melina Anthony, Kindergarten Teacher; Josefina Huerta, 3rd Grade Teacher; Manuela Marrufo, 1st Grade Teacher; Juliana Correa, Intervention Coordinator

La Salle Avenue Elementary

Dr. Aresa Allen-Rochester, Principal; Krystal White, Assistant Principal; Cassondra Holt-Hightower, ELAR Instructional Coach; Tamika Austin, Primary Promise Intervention/Prevention Coordinator; Meredith Rhodes, First Grade Teacher; Clarissa Marquez, Second Grade Teacher; Linda Mar , 3rd Grade Teacher

Twenty Eighth Street Elementary

Christina Beltrocco, Principal; Susana Verduzco, Assistant Principal; Delia Puchianu, Transitional Kindergarten/Kindergarten Teacher; Marisa Castaneda, 1st Grade Teacher; Arturo Gonzalez, 3rd Grade Teacher; Oscar Calderon; 2nd Grade Teacher; Annette Morales, Intervention Coordinator

West Athens Elementary

Ruth Castillo, Principal; Lilia Zaragoza, Primary Promise Intervention Prevention Coordinator; Teri Klein, Transitional Kindergarten/Kindergarten Teacher; Heidi Accinelli, 2nd Grade teacher; Carisa Diaz, 1st grade teacher; Debora Wechsler, Resource Specialist Teacher (RST)

YES Academy

Robin L. Willis, Principal; Sallie McIntyre, Primary Promise Intervention Coordinator; Socorro Arellano, Transitional Kindergarten/Kindergarten Teacher, Benita Clardy, 2nd Grade Teacher; Brandy Whitaker, 3rd Grade Teacher

2. Validate the results of the Root Cause Analysis and Needs Assessment.

- a. Specify the findings from the examination of both school-level and LEA-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of under-performing pupils and their families, that have contributed to low pupil outcomes for pupils in grade three on the consortium summative assessment in English Language Arts.

LEA:

Among these 6 participating schools, there is a deficit of foundational skills for students in Kindergarten to Grade 3. Students with a lack of foundational skills in place struggle to become independent fluent readers and struggle to independently access text and make meaning from their reading. The current curriculum for ELA is Benchmark Advance, and there is a need to supplement the core curriculum with other resources for foundational skills instruction in both phonological awareness and phonics. This is due to a weakness in the curriculum in this area.

The following is an excerpt from the Ed Reports review of the Benchmark Advanced Curriculum:

Benchmark Grades K through 2 materials partially meet the expectations of alignment. The materials meet most expectations of text quality and complexity, and many tasks and questions are grounded in evidence. The materials partially support students in building knowledge within the grade level, and it is noted that materials link knowledge-building topics across grade levels. Some speaking and listening activities may need to be supported with extensions to dive deeper into the text, but focus on teaching protocols and modeling academic language are in place. At appropriate grade levels, the materials address foundational skills to build comprehension and provide questions and tasks that guide students to read with purpose and understanding, making connections between acquisition of foundational skills and making meaning during reading. The materials partially meet expectations for building knowledge within the grade level. Academic vocabulary is addressed in each module. There is partial evidence of the materials providing coherently sequenced questions and tasks to support students in developing literacy skills. Culminating tasks partially meet the criteria for requiring students to read, discuss, analyze, and write about texts while students participate in a volume of reading to build knowledge.

42nd Street:

The underlying root causes are the following:

1. Teachers in grades TK/K-3 need specific training in implementing research-based pedagogical strategies for foundational reading skills
2. Teachers in grades TK/K-3 need to utilize consistent monitoring of student progress using DIBELS and analyse data to guide the literacy instruction
3. Teachers in grades TK/L-3 need to allocate additional time for planning lessons collaboratively and consistently.
4. Teachers in grades TK/K-3 need to utilize additional instructional materials and programs to provide effective instruction in foundational reading skills.

There is a need for professional development in the area of phonemic awareness and phonics to create fidelity and consistency across the K-3 grade teachers to build capacity. DIBELS results clearly depict that students are lacking foundational skills in the area of phonemic awareness. In order to increase the reading fluency and decoding skills of students, teachers need additional professional development on implementing a uniform approach to teaching phonemic awareness and phonics.

Fries Avenue:

School data showed that students in K-3 are missing major components of phonemic awareness. There is a trend showing from Kindergarten to 2nd grade students are struggling and not meeting grade level benchmarks in decoding skills. Therefore, students struggle with fluency and reading comprehension. Teachers need to provide students with more explicit and systematic instruction in early literacy that focus on phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. Increased Parent engagement was identified as a need in addition to instructional support.

According to the CAASPP English Language Arts and Literacy Results, in 2019, our school had about 75% of students not meeting and/or nearly meeting the ELA standards. As a team, we noticed that only 25% of our students meet or exceed the ELA standards. This data also shows that students lack the comprehension and vocabulary skills necessary to become fluent readers.

La Salle:

The administration then examined the TK-3rd grade literacy data to pinpoint low performance areas. The team discovered a lack of systematic phonological awareness instruction in the primary grades and deficits in reading comprehension in the upper grades. There was a lack of consistency in instruction, planning, and standards based instruction taught across grade levels and progress monitoring that supported data driven instruction. There was a lack of grade-level planning and progression of skills across grade levels. Instructional planning needs to be more systematic to meet the needs of our learners schoolwide.

According to the 2018-2019 California Dashboard data, 61% of third grade students did not meet standard and 19% nearly met standard in English Language Arts and Reading. Overall, third students declined 6.2 points from a score that was already 135.1 points below standard. The needs assessment identified this as due to reading comprehension deficits and phonics instruction not being deliberate, systematic, and aligned. This has caused gaps in the knowledge base of students and has stifled their reading efficiency. The areas of need are systematic phonological awareness and phonics instruction in order to read words fluently throughout TK-3rd grade. In order for third grade students to comprehend text on standardized assessments, there must be a strong focus on building foundational literacy skills in kindergarten through third grade.

28th Street:

The needs assessment and root cause analysis clearly revealed a need for improving Teachers' knowledge

and pedagogy in implementing a high-quality foundational skills program for all students in K-3. The data from ELPAC, CORE, DIBELS and IDEL indicate a need to improve Teachers' ability to provide consistent oral language development and explicit vocabulary instruction for our English-Only and English Learner students.

As a result of the root cause analysis, the following were identified as the most urgent needs: Teachers need to provide explicit and systematic instruction foundational skills across grades K-3 in both English and Spanish. Stakeholders identified urgent need for: a systemic program which focused on foundational skills for students in grades K-3, professional development for teachers and teacher assistants working with students in grades K-3 on phonemic awareness, phonics, fluency, vocabulary and comprehension, need for explicit instruction in vocabulary and oral language development. Also identified was the need for students in grades K-3 to have access to books they can read and practice foundational skills at home and parent workshops for parents with students in grades K-3 on foundational skills so that parents are able to support the school's focus and initiatives.

Students and parents need greater access to books in English and Spanish to review and practice learned skills. Students also need access to digital books that can adapt to their reading level. The school needs to provide more opportunities for parents to attend workshops that involve early literacy, reading workshops, parenting, questioning strategies (in English & Spanish) and how to support students with Phonics.

West Athens:

The root cause analysis determined that too many students in K-3rd grade lack foundational reading skills. A consistent cohesive plan needs to be implemented in order to obtain better results on our K-3 Literacy assessments. During the pandemic year students were not attending school virtually and a limited number of students returned for hybrid instruction. The attendance rates for students in grades K-3 are considered chronic due to them falling below the 91% overall attendance percentile.

After analyzing the data, there is a need for professional development in the area of phonemic awareness and phonics to create fidelity and consistency across the K-3 grade teaching staff. Based on DIBELS data, it was evident that students are lacking in foundational skills and phonemic awareness which are necessary to become fluent readers. There is a need for professional development and materials for K-3 grade to provide the opportunity to learn a uniform approach to teaching phonemic awareness and Phonics. The Needs Assessment looked at both K-3 literacy instruction along with home / school connection.

YES Academy:

School team members created a list of identified root causes for the problem statement: *YES Academy students are not leaving second grade as fluent readers.* As a result, the focus should be on the following:

1. TK/K-3rd grade teachers need explicit foundational skills training.
2. TK/K-3rd grade teachers need to build capacity in explicit systematic reading instruction.
3. TK/K-3rd grade teachers need to regularly and systematically provide literacy instruction in small groups.
4. TK/K-3rd grade teachers need to increase family support and engagement.

3. Describe the identified strengths and weaknesses of both the eligible school(s) and the LEA regarding literacy instruction in transitional kindergarten through grade 3 (TK –3), inclusive. Identify all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps reviewed during the Root Cause Analysis and Needs Assessment.

LEA Strengths:

The LEA is implementing several initiatives to support consistent use of evidence based- literacy instruction throughout our schools. As a district, we have trained school teams of 5 in the Academy of Orton Gillingham approach (OG) to support acquisition of phonics and students who are struggling readers. The approach uses explicit, systematic teaching of phonics as called for by a Structured Literacy Approach to reading. Additionally, we implement the Early Literacy and Language Plan (ELLP) in most schools. ELLP utilizes small group instruction in Tier 1 to support foundational skills instruction in the primary grades. Schools that implement ELLP create small groups based on data that target specific skills that need support. Our Primary Promise initiative supports tier 2 intervention in schools by providing an Intervention / Prevention teacher at high needs schools to support foundational skills acquisition. These teachers receive 10 hours of onboarding training in addition to ongoing professional development support on a monthly basis. We also have a Micro-Credential for Reading Specialist: Foundational Skills Instruction. This program uses Language Essentials for Teachers of Reading and Spelling (LETRS) as its foundational text and incorporates Culturally Responsive Pedagogy, family engagement, and a holistic approach to literacy instruction.

LEA Weaknesses:

As the second largest district in the United States, our LEA is very diverse. The size of our district can make professional development for all schools a challenge, given the sheer volume of need. We offer district wide professional development, but not all teachers can attend, and not all schools participate. Additionally, we have a shortage of substitute teachers, and do not often mandate teacher attendance at professional development conducted during non-work hours. This makes it difficult to ensure all teachers receive the training they need.

42nd Street:

- The school has a READ specialist and a Primary Promise teacher. These Out-of-Class teachers will be providing coaching and instructional guidance to teachers and support to students with testing and small group instruction.
- The Full time READ Expert , Primary Promise Teacher, and CPA Coordinator provide ongoing parent engagement and training for parents around at-home literacy, Literacy Nights- reading, book giveaways, parent workshops
- Mental health resources are provided for students and families in collaboration with our District.
- Weaknesses are identified in the root cause analysis findings above.

Fries Ave:

- The school implemented a breakthrough team where we focused on Early Literacy for 1st grade that included data analysis and targeted instruction.
- The district already provides and collects data from evidence-based diagnostic assessments, DIBELS. District training regarding the use of the assessment data is in place and being accessed by the school.
- To promote the best culture and climate, the school purchased a Pupil Services and Attendance Counselor (PSA) and a Psychological Social Worker (PSW) to support students and families.
- Weaknesses are identified in the root cause analysis findings above.

La Salle Ave:

- The school is an Academic English Mastery Program school and has planned a culturally relevant curriculum.
- The Administrative Team created grade level planning based on California State Standards in order to make the instruction more cohesive across grade levels.
- The Principal implemented progress monitoring to evaluate the effectiveness of instruction and intervention data, and this led to increased skills in isolation

- the Administrative Team provided ongoing professional development training on literacy instruction and allotted time for English language arts and reading planning to prepare for direct and explicit daily instruction for students struggling with decoding and automatic wor
- Weaknesses are identified in the root cause analysis findings above.

28th Street:

- The school has both a PSA and PSW counselor to support students and teachers with attendance, social emotional support and culturally responsive curriculum and instruction.
- Students in grades K-3rd need to have access to the school library to check out books and use the technology in the library for research before and after school hours.
- The school has a system in place for holding Data Chats as a way to monitor student progress and modify small group instruction in literacy that will continue and be refined moving forward..
- Weaknesses are identified in the root cause analysis findings above.

West Athens:

- The school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum.
- The teaching staff regularly attends professional development offered by the district and attempt to implement strategies learned in PD. There are many new teachers at West Athens eager to learn evidence based instructional methods.
- Weaknesses are identified in the root cause analysis findings above.

Yes Academy:

- The school is currently implementing strategies to improve school climate, pupil and staff attendance, and to reduce in-school suspensions. The school has a PSA Counselor and Psychiatric Social Worker to support implementation of these strategies. They also have supplemented activities throughout the school year to support our strategies such as Student of the Month, Perfect Attendance Activities, and Most Improved Student Activities.
- Weaknesses are identified in the root cause analysis findings above.

4. Explain how the LEA consulted with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the Root Cause Analysis and Needs Assessment and proposed expenditures of the grant funds. If the School Site Council (SSC) was used for this purpose, describe how the school provided public notice of meetings and how meetings were conducted in the manner required by Section 35147 of the *Education Code*.

LEA Wide:

The SSC and ELAC in LAUSD Schools operate under the Greene Act, which means that the meetings must be conducted as public meetings with agendas posted 72 hours before the meeting outside of the school building in a plainly visible location, and must be posted at the meeting location, if different than the school site. Schools may post the agenda on the website and marquee when available also. The agenda must specify the date, time, and location of the meeting, the items to be addressed, and whether the items will require action to be taken.

42nd Street:

Information about the ELSB grant has been shared with faculty and staff at the faculty meetings and the committee was formed to participate in sessions on writing the grant. School Instructional Leadership Team,

grade level leads, Categorical Programs Advisor and Local School Leadership Council met regularly to analyze data including DIBELS, K-5 Assessment, Interim Assessment, IXL/Amplify Reading data to support the ELSB grant writing team with the Root Cause Analysis, Needs Assessment and collecting the evidence. The information about the early literacy grant as well as the needs assessment results were shared with parents at the Coffee with the Principal and School Site Council and ELAC meetings. SSC and ELAC members, teachers and parents provided input to refine literacy plans. Parents supported the proposals to allocate funding for teachers x-time and professional development. Parents supported our motion to purchase additional materials and resources to enhance students' foundational reading skills. Parents discussed the effectiveness of the programs including comparison of electronic software and traditional printed materials.

Fries Ave:

The principal informed the staff during the Faculty Meeting that Fries Avenue was one of 75 schools with the highest percentage of students in grade three scoring at level 1 on the 2018-2019 ELA Summative Assessment and as a result we would be receiving the Early Literacy Support Block Grant to improve Early Literacy. She explained the grant that would focus on access to high-quality literacy teaching, support for literacy learning, pupil supports, and family and community supports. She also informed them that she had selected a ELSB Committee. She also informed them that stakeholders would have opportunities to give input throughout the process. The ELSB Grant was shared with the School Site Council (SSC) during the SSC Meeting. They completed a Needs assessment for ELSB. All stakeholders during the SSC Meeting helped give input about the root cause and needs assessment.

La Salle Ave:

The Principal shared with the staff at our Monday staff meeting Staff Meeting Agenda~January 25th that we would be participating in an Early Literacy State Block Grant to improve the literacy rates of our students in grades TK-3. Additionally, community members and families were informed about the grant through the School Site Council/ English Language Advisory Committee meeting. The administration acknowledged the poor performance in the past, and shared with families researched based strategies that would be incorporated in order to advance student performance. As a result, a committee was formed from interested staff members, of varying positions, in order to represent different points of view on the committee.. The analysis and reflection was shared and discussed with all stakeholders which resulted in unanimous agreement of the identified root causes. During Coffee with the Principal February 2021, The principal shared with families the research based SMARTe goals that would be used to raise literacy skills for students in grades TK-3. A Needs Assessment was created based on the root causes to improve the literacy rates of the students at La Salle Avenue SDL Elementary.

28th Street:

Root cause analysis and needs assessment were presented to the stakeholders through the School Site Council, School-Based Management Council, English Learners Advisory Council, on the following dates: 2-5-2021, 2-22-2021, 2-25-2021. Dates were communicated via social media (Class Dojo, school website, Schoology, email, ConnectEd). Official notices of meetings were announced in the various media platforms to ensure maximum opportunities for all stakeholders to engage in the process of providing input on budget expenditures. In conjunction with the SPSA, the priorities of the ELSB shall be focused on Student Achievement in early literacy, grades TK-3rd. By analyzing the data, identifying the root causes and mitigating their impact on student achievement, all stakeholders had the opportunity to give input on how best to meet the needs of our students. Stakeholders met to analyze MOY assessment data. 60% of students in K-3 did not meet Benchmark on the DIBELS MOY. Stakeholders met in small groups led by a member of the ELSB team.

West Athens:

We use School Site Council (SSC), English Language Advisory Council (ELAC), faculty meetings, and coffee with the principal to guide our needs assessment to obtain feedback from all stakeholders on how to drive our instruction and practices regarding literacy. We refer to our Master Plan which is aligned to our needs assessment and instructional practices. At the meetings we engage stakeholders in conversations regarding academic progress and needs including literacy instruction, materials, planning, and progress. All meeting times and agendas are posted both on campus and online platforms.

Yes Academy:

The principal announced in the Staff Meeting that YES Academy has an opportunity to receive a grant to improve the early literacy program at the school. She explained the money would be used for students in TK/K-3rd grade. She asked for teachers and staff to notify her if they were interested in serving on the committee. The information was also placed in the bulletin. Members were selected; however, the staff was notified that they would have opportunities throughout the process to share their ideas. Members of the team would immediately share the new learnings with the interested staff members, as they reflected. A Root Cause Analysis was conducted with the Instructional Leadership Team (ILT). The ILT then conducted a Root Cause Analysis with the entire staff, in small groups. Staff members were able to share their ideas in a small group. A list was created that included everyone's thoughts and ideas. The grant was shared with parents at Coffee with the Principal, School Site Council Meetings, and English Learner Advisory Committee meetings. Updates of the process were included in the weekly bulletin. Staff members knew that they were able to join the meetings at any time.

5. Justify LEA partnerships with literacy experts from the county office of education for the county in which the LEA is located, a geographic lead agency established, or the Expert Lead in Literacy in the development of the Root Cause Analysis and Needs Assessment and the Literacy Action Plan. If applicable, describe any partnership with a member of an institution of higher education or nonprofit organization with expertise in literacy for this purpose, which may also involve experts in participatory design and meaningful community involvement.

LAUSD and our six schools partnered with the Expert Lead in Literacy as identified by the California Department of Education. The Sacramento County Office of Education (SCOE) and the Consortium on Reaching Excellence in Education (CORE) along with Pivot were selected to provide high quality professional development and support for the grant implementation. Our six schools attended nine professional development sessions and received technical support and feedback from the team. This support offered us opportunities to learn more about research based instructional strategies that align to the science of reading and support our overall goals of increasing student achievement in reading. SCOE and CORE are providing ongoing support for the life of the grant through professional development and support for our schools.

6. Describe how enrollment, program participation, and stakeholder engagement were leveraged to address the literacy needs of students enrolled in grades TK–3 at participating eligible schools, and include a brief narrative of analytical findings (see chart on page 8).

In completing the root cause analysis and developing unique Literacy Action Plans, each school team gathered stakeholder input and completed needs assessments. Data such as enrollment at TK-3, literacy achievement data, as well as the specific needs of student groups represented at each site were used to determine focus strategies and actions. There are approximately 1942 students who will participate in ELSB Grant funded activities. This will impact 77 teachers and classrooms over 6 schools. Participating Stakeholder groups included 24 administrators and out of classroom teachers as well as 87 other stakeholders.

NOTE: Use the chart below to identify the anticipated number of students enrolled who will be served by ELSB Grant-funded activities and the **primary** stakeholders (teachers, administrators, parents, community members, etc.) who were active participants in the Root Cause Analysis, Needs Assessment, and development of the three-year Literacy Action Plan.

Description	Student Enrollment (List only the number for each grade level, TK–3, by eligible participating school)	Participating Teachers (List only the number for each grade level, TK–3, by eligible participating school)	Participating Administrator(s) (List only role and number of each by district office and eligible participating school.)	Other Stakeholder Input (List all participating stakeholder groups by eligible participating school. For example, SSC, English Learner Advisory Committee [ELAC], school board, etc., and the number of participants for each.)
Example	Mozart Elementary TK = 48 K = 52 1 = 56 2 = 58 3 = 64 Chopin Elementary, etc...	Mozart Elementary TK = 0 K = 1 1 = 1 2 = 1 3 = 1 Chopin Elementary, etc...	<ul style="list-style-type: none"> ● District ELA Curriculum Director = 1 ● District Literacy Coaches = 10 ● District Budget Technician = 2 ● Mozart Admin = 1, etc. 	<ul style="list-style-type: none"> ● Mozart Elementary J.S. SSC (7), ELAC (4), Title I parent meeting (28), DELAC (7), school board (7) ● Chopin Elementary, etc.
Numbers	<i>Mozart = 278</i>	<i>Mozart = 4</i>	<i>Mozart = 1</i>	<i>Mozart = 39</i>

Participant Totals by Schools	28th Street: K: 126 1st: 93 2nd: 99 3rd: 124 Total: 442	28th Street: Tk/K: 5 1st: 3 2nd: 3 3rd: 4 Total: 15	District: ● Administrator of Instruction: 1 ● Curriculum Coordinator: 2 ● Community of Schools Administrator: 4 ● Total: 7	LAUSD School Board: ● 7 School board members
	42nd Street: K: 62 1st: 30 2nd: 31 3rd: 23 Total: 146	42nd Street: TK: 2 K: 2 1st: 2 2nd: 2 3rd: 2 Total: 10	28th Street: ● Admin: 2 ● Out of Classroom teacher: 1 ● Total: 3	28th Street ● SSC: 10 members ● ELAC: 5 Members ● Total: 15
	Fries Ave: K: 90 1st: 57 2nd: 75 3rd: 61 Total: 267	Fries Ave: Tk/K: 4 1st: 3 2nd: 3 3rd: 2 Total: 12	42nd Street: ● Admin: 1 ● Out of Classroom teacher: 2 ● Total: 3	42nd street ● SSC: 10 members ● ELAC: 5 members ● Total 15
	La Salle: K: 92 1st: 49 2nd: 53 3rd: 75 Total: 269	La Salle: Tk/K: 1 K: 3 1st: 2 2nd: 3 3rd: 3 Total: 12	Fries Ave: ● Admin: 1 ● Out of Classroom teacher: 1 ● Total: 2	Fries Ave ● SSC: 9 members ● Total 9
	West Athens: K: 150 1st: 99 2nd: 108 3rd: 103 Total: 460	West Athens: Tk/ K: 6 1st: 4 2nd: 4 3rd: 3 Total: 17	La Salle: ● Admin: 2 ● Out of Classroom teacher: 2 ● Total: 4	La Salle ● SSC: 10 members ● ELAC: 5 Members ● Total 15
	YES Academy: K: 125 1st: 88 2nd: 83 3rd: 61 Total: 375	YES Academy: TK/K: 1 K: 2 1st: 3 2nd: 3 3rd: 2 Total: 11	West Athens: ● Admin: 1 ● Out of Classroom teacher: 1 ● RSP: 1 ● Total: 3	West Athens ● SSC: 10 members ● ELAC: 5 members ● Total 15
			YES Academy: ● Admin: 1 ● Out of Classroom teacher: 1 ● Total: 2	YES ● SSC: 7 members ● ELAC: 4 Members ● Total: 11

Overall Participant Totals	1,942 Students	77 Teachers	24 Administrators/Etc.	87 Stakeholders
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