

EMELITA ST EL (1358901) 2021-2022

**Los Angeles Unified School District**  
**School Plan for Student Achievement**

**2021-2022**  
**Implementation**  
**EMELITA ST EL (1358901)**



**Superintendent**  
**Austin Beutner**

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

EMELITA STEL (1358901) 2021-2022

**TABLE OF CONTENTS**

**Section**

<b>District and School Information</b>	<b>1</b>
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
<b>Comprehensive Needs Assessment</b>	<b>9</b>
School Accountability Report Card	9
School Experience Survey	9
School Quality Improvement Index Report Card	9
School Report Card	9
Smarter Balanced Assessment	9
<b>Comprehensive Needs Assessment / Self-Review Process</b>	<b>9</b>
<b>GOALS</b>	<b>10</b>
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
<b>Resource Inequities and Evidence-Based Interventions</b>	<b>16</b>
<b>Title I Required Components for Implementation</b>	<b>17</b>
Schoolwide Program (SWP) / ESSA1114	17
<b>Local District Monitoring</b>	<b>18</b>
<b>Budget Summary</b>	<b>19</b>
<b>Attachments</b>	<b>20</b>

EMELITA ST EL (1358901) 2021-2022

Section 1

### SCHOOL IDENTIFICATION

School Name: EMELITA ST EL (1358901)

Local District: NW

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

**For additional information on our school programs contact the following:**

Principal: MAYORGA, ELIZABETH A

E-mail address: elizabeth.mayorga@lausd.net

SPSA Designee: PHELPS-KOSOY, JENNIFER Position: ASMT, NONCLSRM, PREP

E-mail address: jkosoy@lausd.net

School Address: 17931 HATTERAS ST, ENCINO, CA 91316

School Telephone Number: 8183426353

I have reviewed the School Plan Achievement (SPSA) and Targeted Student Population (TSP) plan and recommend both for implementation.

Typed name of Local District Superintendent or designee

E-Signature of Local District Superintendent or designee

Date

EMELITA ST EL (1358901) 2021-2022

Section 2

### 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	_____	<input type="radio"/> Revision Required	<input type="radio"/> Approved	_____
	<i>Typed Name</i>			<i>Signed Date</i>
Local District EL Compliance Coordinator	_____	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	N/A
	<i>Typed Name</i>			<i>Signed Date</i>
Local District PACE Administrator	_____	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	N/A
	<i>Typed Name</i>			<i>Signed Date</i>
Local District Title I Coordinator	_____	<input type="radio"/> Revision Required	<input type="radio"/> Meets Federal Requirements	N/A
	<i>Typed Name</i>			<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)	10/08/2019	Anna Shcheglova

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:** \_\_\_\_\_ Date  
*School plan approval appears in SSC Minutes.*

**Attested:**

Amanda Garcia  
 \_\_\_\_\_  
 Typed name of SSC chairperson

\_\_\_\_\_  
 E-Signature of SSC chairperson  
 02/18/2021  
 \_\_\_\_\_  
 Date

MAYORGA, ELIZABETH A  
 \_\_\_\_\_  
 Typed name of school principal

\_\_\_\_\_  
 E-Signature of School principal  
 02/22/2021  
 \_\_\_\_\_  
 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 checked="" type="checkbox"/> <b>Title I: Schoolwide Program (7S046)</b> Purpose: To upgrade the entire educational program of the school.	102,984	0	
<input checked="" type="checkbox"/> <b>Title I: Coll&amp;Career Coach [Cent Funds] (7T124)</b> Purpose: 7T124 IS REFERING HERE	0	0	
<input checked="" type="checkbox"/> <b>Title I: Parent Involvement Allocation (7E046)</b> Purpose: To promote family literacy, parenting skills, and parent involvement activities.	1,512	0	
<input checked="" type="checkbox"/> <b>Title III: English Language Development (7T197)</b> Purpose: 7T197	0	0	
<input checked="" type="checkbox"/> <b>Title I: Comprehensive Sup &amp; Improv (7T691)</b> Purpose: 7T691	0	0	
<b>Total amount of categorical funds allocated to this school: \$</b>			<b>104,496</b>

Total shown does not include the second and third allocation.

Other Programs to be consolidated under Schoolwide Program

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

Allocation



## District Mission Statement

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

### Local Educational Agency (LEA) Plan Goals

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

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

Increasing literacy skills through the implementation of the California Standards in K-12 ELA, K-12 mathematics, and literacy in secondary History/Social Sciences, Science, and Technical Subjects

Increasing the number of students meeting or exceeding standard in grades 3-8 and grade 11 on the California Assessment of Student Performance and Progress in mathematics implementing a multi-tiered system of support to provide targeted instruction and intervention to K-12 students based on English/language arts and mathematics data

#### **Goal 2: English Learners—Proficiency for All**

Increasing English Language Development through implementation of the California English Language Development Standards

Providing and administering K-12 Instructional Programs for English Learners (ELs) that include:

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

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

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

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

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

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

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

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

Placing teachers in schools, classrooms and subject areas based on teacher credentialing (Highly Qualified)

Providing effective professional development to teachers in Focus, Priority and Reward schools

Providing professional development to teachers on the California Standards in ELA, mathematics, History/Social Sciences, Science, Technical Subjects, and English Language Development

Providing professional development to teachers on textbook and curriculum adoptions that align with the California Standards

Providing professional development for teachers and administrators to improve instruction for English learners (ELs) and Students with Disabilities (SWDs)

Regularly assessing the effectiveness of professional development delivered throughout the District

Supporting professional needs of teachers of English Learners through Title III support coaches

Using the research base to design professional development topics and implementation

Building teacher capacity to use technology to plan and strengthen instruction, and to improve student understanding and use of technology for learning

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

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

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

Providing ongoing professional development, designed specifically towards accurate student placement and construction of the master schedule

Monitoring individual graduation plans to ensure all students have access to a high-quality course of study that builds toward college and career readiness

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



**EMELITA ST EL (1358901) 2021-2022****Section 6****2016-17 District Professional Development Priorities:**

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

**District Core Program for All Students:**

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

- Curriculum focus-2016/2017
- Implementation of the California Standards in ELA and math using the District adopted texts, including digital text, effectively
  - Implementation of the California English Language Development Standards for English Learners
  - Anchoring reading and writing instruction in evidence from the text using a variety of increasingly complex texts.
  - Writing across genres, with a focus on argument
    - Providing rigorous mathematics instruction that focuses deeply on the mathematics standards for the grade-level and provides a coherent transition from one topic to another and one grade to another

## Instructional focus-2016/2017

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

## Assessment focus-2016/2017

- Use of a multi-tiered system of support (MTSS) based on ongoing data analysis, to inform instruction and intervention.
  - Use of MyData, a web-based tool that increases availability and usability of student data for LAUSD educators, in order to improve teaching and learning.
  - Use of benchmark, progress monitoring, and diagnostic assessments (SBAC, district-developed interim assessments, and assessments of English language development) to drive instruction and intervention.
  - Use of *School Quality Improvement Index* to evaluate school performance in terms of student achievement using a variety of measures, both status and growth related.
- Schools are expected to frame their banked Tuesday professional development in 2016-2017 around the District priorities using a Plan-Deliver-Reflect-Revise model or Cycle of Inquiry and/or problem-solving process to improve outcomes for all students. The analysis of student data and work samples is used as the anchor for building professional practice.

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

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

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

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



## SCHOOL VISION, MISSION, AND PROFILE DESCRIPTION

### School Vision

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

At Emelita our vision is to provide our students with an academically challenging program by utilizing an integrated STEAM approach. Students will achieve their greatest potential through creativity, critical thinking, problem solving, and collaboration to succeed in an ever changing digital information world.

### 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?)

Emelita provides its diverse learning community with opportunities to be empowered to build self-confidence, academic achievement, social emotional development, and the joy for learning. Students will be able to master the California Common Core State Standards through an integrated STEAM approach. Students will experience and utilize process and inquiry across the curriculums of science, technology, engineering, art and math and master problem solving skills to create a path of life-long learning for a global society.

Through collaboration, our school community promotes students' individual differences by nurturing self-confidence and through respect for others while producing engaging, innovative 21st century learners.

### 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: <a href="http://www.census.gov/">http://www.census.gov/</a> , <a href="http://www.zip-codes.com/">http://www.zip-codes.com/</a> , <a href="http://www.city-data.com/">http://www.city-data.com/</a></p>
<p>Emelita Elementary School is located in Encino, north of Ventura Blvd., in the San Fernando Valley. The population of Encino is 30,831, and the median income is \$113,953. About 6% of the population has less than a high school education, 94% of the population has a high school or higher education. 49.5% have a Bachelor's degree, with 17.2% having a graduate degree or higher.</p>
<p>2. Indicate grade levels and, if applicable, school configuration (e.g., Continuation School, Sp. Ed. Center, etc.):</p>
<p>Emelita is composed of 0.5 TK class, 1.5 Kindergarten classes, 2 1st grades, 2 2nd grades, 2 3rd grades, 1 4th grades, 1 5th grade, and 1 4/5 split class. We have three Special Day Classrooms – two for Mild to Moderate and one for Moderate/Severe Disabilities. Currently 279 students are enrolled. 59% qualify for free or reduced meals. Our feeder schools are Portola and Mulholland Middle Schools, and Reseda High School.</p>
<p>3. Indicate student enrollment figures:</p>
<p>Current enrollment for 2020-21 school year is 279 students.</p>
<p>4. Indicate poverty level (i.e., percentage of low-income students identified on the Title I ranking):</p>
<p>Currently, 166 students are below the poverty level compared to the State of California, which is 59% of the total student enrollment for the 2020-2021 school year.</p>
<p>5. Identify language, racial and ethnic make-up of the student body:</p>
<p> </p>



**EMELITA ST EL (1358901) 2021-2022**

Section 7

The ethnic make-up of Emelita is 53.8% Hispanic, 32.7% White, 4.8% African American, 1.3% Asian, 2.2% Filipino. 13.8% are identified with a disability. 3.6% are Gifted learners. 17.6% of the students are second language learners. The languages spoken are: English, Spanish, Armenian, Russian, Farsi, Polish, Vietnamese, Bulgarian, Japanese, Thai, Punjabi, Filipino, Arabic, Portuguese, Bulgarian, Hebrew, Italian.

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:

Student Report Cards are provided in the parent's language when requested. Parents can request individual Parent/Teacher Conference at anytime in order to stay abreast of their child's progress. At Emelita, staff provides the following language translations, Spanish, Farsi, Armenian, and upon request a translator will be provided in a different language through an interpreter provided by LAUSD. At every informational meetings offered for parents, the Community Liaison Coordinator is present and translates in Spanish. Weekly Parent Workshops are held to keep parents informed and up-to-date on Emelita's and LAUSD's topics and concerns. SSPT meetings are held regularly to address the needs of underperforming students. Connect Ed, Flyers, our website, and the BIG BOARD OUTSIDE keep our parents connected and informed.

**EMELITA ST EL (1358901) 2021-2022**

Section 8

**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:**

Emelita is a small, neighborhood school. We are one of only 2 schools that is Nationally STEAM (Science, Technology, Engineering, Arts, and Music) certified. We offer 2 computer labs, and a full science lab. We have a 2 to 1 ratio of computer devices to students. In addition, we provide a variety of Arts programs across the grade levels. Our 4th and 5th grade students participate in a ballroom dance program called Best Foot Forward. This program exposes the students to discipline, sportsmanship, cooperation, and navigating unfamiliar situations. Our 3rd and 4th grade students participate in Hawaiian Dance, and our Kinder and 1st grade students participate in theatre. Also, we offer instrumental music on a weekly basis. Finally, visual arts is incorporated by the teacher as part of their integrated learning.

For the last two years Emelita has partnered with California State University at Northridge's (CSUN) Engineering Department. CSUN engineering students come to the school – twice a year - and provide students with engineering projects (stomp rockets), inspiring them to choose engineering when they go to college and as a career.

Emelita Elementary has developed a Growth Mindset. All teachers are trained to look at the child holistically, and identify learning strengths and areas in need of improvement, and plan to meet these needs. We strive to meet the individual needs of each student. In addition, teachers evaluate each student based on the Common Core standards. We also use Schoology to communicate student progress to the parents on an on-going basis.



**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	We met with SSC throughout the year to analyze data, identify key issues, and make recommendations to address these issues. We looked at the trends over the past few years, and discussed new ways to address them. After looking at all the information, the SSC ranked the instructional resources by importance to address the specific needs of the students. SSC approved the 2021-2022 categorical budgets and the 2021-2022 Single Plan for Student Achievement.	10/15/2020, 11/19/2020, 01/21/2021
<input checked="" type="checkbox"/> Grade Level Teams	Grade level teams were given data for each of the goals to analyze and determine if we were on track to meet the 2020-2021 goals for that area. They also had to identify what criteria attributed to the results. After, the teachers established the new goals for the 2021-2022 school year based on the outcomes. Finally, the teachers completed a budget survey to align the Title 1 budget to support the new goals.	09/21/2020, 11/09/2020, 01/25/2021, 02/08/2021
<input checked="" type="checkbox"/> Other: Parents	We met informally throughout the year with the parent at "Coffee with the Principal" to discuss the needs of the school. We also conducted an official "Comprehensive Needs Assessment" with the parents. We shared the data from the California Dashboard, DIBELS, and My Data. We also shared the budget planning sheet with the parents, and then had them complete their own survey as to how we should utilize our Title 1 and TSP funds.	02/01/2021



EMELITA ST EL (1358901) 2021-2022

Los Angeles Unified School District  
2021-2022 School Plan for Student Achievement  
100% GRADUATION AND BEYOND

Section 10.1

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 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 checked="" type="checkbox"/>	N/A

EMELITA ST EL (1358901) 2021-2022

Section 10.2 - Academic : 100% Graduation

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**  
N/A
2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. **\*Required**  
N/A
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**  
N/A
5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. **\*Required**

**California School Dashboard Indicators:**

The activities outlined in 100% Graduation and Beyond Goal pages are to support the following indicators on the CA Dashboard.

**Improving Performance in (select all that apply)**

Graduation

Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.

All Students

Schools must write at least one Measurable Implementation Objective

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

N/A

Schools must write at least one Measurable Improvement Objective

State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. **\* 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).



**EMELITA ST EL (1358901) 2021-2022**

**Section 10.3 - Academic : 100% Graduation**

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

<b>Focus Area:</b> Lesson Planning, Data Analysis, and Professional Development <i>Academic : 100% Graduation</i>									
Strategies									
Strategies, Actions and Tasks			Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible					
<b>Budget</b>									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					
<b>Focus Area:</b> Effective Classroom Instruction <i>Academic : 100% Graduation</i>									
Strategies									
Strategies, Actions and Tasks			Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible					
<b>Budget</b>									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					
<b>Focus Area:</b> Interventions During and After the School Day and Other Supports <i>Academic : 100% Graduation</i>									
Strategies									
Strategies, Actions and Tasks			Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible					

EMELITA ST EL (1358901) 2021-2022

Section 10.3 - Academic : 100% Graduation

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



EMELITA ST EL (1358901) 2021-2022

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

Section 11.1

**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 checked="" 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 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

**EMELITA ST EL (1358901) 2021-2022**

**Section 11.2 - Academic : English Language Arts**

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

2019 California School Dashboard Performance Data  
English Language Arts (School-wide and by Subgroups)

All Students: Green Performance Band  
Distance From Standard: -4 points  
Increased 15.2 Points

English Learners: Yellow Performance Band  
Distance From Standard: -6.9 points  
Increased 10 Points

Socioeconomically Disadvantaged Students: Yellow Performance Band  
Distance From Standard: -14.8 points  
Increased 22.3 Points

Students with Disabilities: No Performance Band  
Distance From Standard: -112 points  
Increased 23 Points

Hispanic Students: Yellow Performance Band  
Distance From Standard: -5.1 points  
Increased 16.3 Points

White Students: Green Performance Band  
Distance Above Standard: 0.2 points above standard  
Increased 13.9 Points

African American: No Performance Band  
Distance From Standard: -25.2 points  
Increased 44.1 Points

Homeless: No Performance Band  
Distance From Standard: -29.2 points  
No Comparative Data

Grades (% of students who received a 3 or 4 in End-of-Year Composite ELA)  
2017/18 2018/19 2019/20 2020/21  
RP 1/RP2

Kindergarten	70%	77%	62%	87%
1st	67%	62%	92%	67%
2nd	65%	57%	83%	76%
3rd	77%	71%	56%	65%
4th	67%	67%	65%	44%
5th	62%	58%	67%	56%



**EMELITA ST EL (1358901) 2021-2022**

**Section 11.2 - Academic : English Language Arts**

Dibels Data (% of students at/above grade level in composite score)

	2017/18	2018/19	2019/20	2020/21
BOY/MOY/EOY	BOY/MOY/EOY	BOY/MOY/EOY	BOY/MOY/EOY	BOY/MOY/EOY
Kinder	61/55/80	72/68/68	46/43	35/32
1st	49/57/66	68/70/74	62/68	42/36
2nd	80/68/70	69/60/56	71/77	66/61
3rd	67/67/72	70/70/71	51/46	71/79
4th	66/70/73	54/47/62	53/50	48/55
5th	68/64/67	60/60/65	44/37	47/60

Due to Distance Learning, there has not been any current assessment data recorded in the California Dashboard for English Language Arts. As a result, we have determined that it is more valid to look at Dibels data, and student grades to establish goals, and measure growth.

Based on our analysis of the student academic achievement and growth data and other evidence available, we noticed is that our students were able to maintain their level of performance from Dibels MOY 2020 to Dibels BOY 2020. For example, in 3rd grade the students scored 46% on MOY 2020, the same students scored 48% on the 2020 BOY as 4th grade students. (We were not able to complete the 2020 EOY due to distance learning.) This is in contrast to the concern about an academic slide due to distance learning. We can also see that our 3-5 grade students actually increased their performance on 2021 MOY by 8,7, and 13 points respectively for the beginning of the school year.

Our primary grades are not performing as well as our upper grade students. We discover two major trends in the data. The first is that our students are coming into school in Kindergarten performing lower than the previous year. In 2018, the Kinder students came in with 72% scoring at or above grade level. In 2019, that number fell to 46 percent. Now, in 2020, only 35% of our students are coming to Kindergarten scoring at or above grade level on Dibels in the Foundational Reading Skills.

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

Based on our root cause analysis of the areas of low performance described above, we have identified the following issues and needs for improvement in our educational program and professional practice:

- (1) For the past two years, our incoming Kindergarten students are beginning the year lower in Dibels than in the previous year. This is due in part to a steady decrease in enrollment in the Kindergarten and Transitional Kindergarten classes.
- (2) Another factor in the decrease of student performance in Foundational Reading Skills is teachers have been unable to provide enough instruction in phonics and phonemic awareness. Teachers are finding that they do not have enough time to complete all aspects of the curriculum. Asynchronous work must be independently completed at the discretion of the family.
- (3) Teachers found that student engagement and motivation has been a challenge. Teachers are unable to provide small group instruction in order to be able to hear all the students during phonemic awareness lessons to determine if the child is responding correctly. Teachers are also unable to use proximity to redirect a child when distracted.
- (4) Finally, we have not been able to implement ELLP academies as of yet this school year.



**EMELITA ST EL (1358901) 2021-2022**

**Section 11.2 - Academic : English Language Arts**

**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 primary teachers are going to continue to implement strategies that increase engagement and motivation, such as giving Class Dojo points, and student choice for completing assignments.  
The upper grades that had success in increasing their Dibels scores this year. They attribute their success to students spending more time reading during asynchronous assignments. They have also grouped their students for academies across the curriculum to further meet the individual needs of the students in smaller groups with aid of additional teachers assigned to our school during distance learning. They are also requiring their students to complete 45 minutes of Amplify every week. Finally, to improve their MAZE scores, the Coordinator presented a lesson on the best techniques to use while taking MAZE. Then, the students used the progress monitoring function to further practice. This resulted in 63% percent of the students in grades 3-5 to score Benchmark and Above which helped to improve the overall scores in Dibels.

**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**

In order to improve Foundational Reading skills as measured by Dibels scores in the primary grades K-2, we are going to have Academies a minimum of 4 times per week for 30 minutes. Students will be grouped according to their scores across grade levels. We are also going to be using our instructional aides during Academies to target specific groups. They will be trained by the CPA in the use of 95%, Heggerty, blending and dictation. All primary classrooms will commit to have their students completing 45 minutes per week of Amplify. All students who are in the below, or well below benchmark will be progress monitored by the teacher every 3 weeks. The upper grade classes 3-5 will continue with the strategies in section 3. They will also progress monitor any student who is below, or well below, grade level in fluency every 4 weeks to determine progress.

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



**EMELITA ST EL (1358901) 2021-2022**

**Section 11.2 - Academic : English Language Arts**

**California School Dashboard Indicators:**

The activities outlined in ELA Goal pages are to support the following indicators on the CA Dashboard.

**Improving Performance in (select all that apply)**

Academic Indicator ELA

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.**

English Learners, Socioeconomically Disadvantaged, All Students

**Schools must write at least one Measurable Implementation Objective**

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

In grades K-2, we will progress monitor all students who score below or well below benchmark in Phoneme Sound Fluency in Dibels every 3 weeks to determine ongoing progress.

In grades 3-5, we will progress monitor all students who score below or well below benchmark Fluency in Dibels every 4 weeks to determine ongoing progress.

**Schools must write at least one Measurable Improvement Objective**

**State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. \* Required if this Goal is addressed.**

In grades K-2, we will increase the number of students at or above benchmark in Phoneme Sound Fluency by 5% in Dibels BOY to EOY during the 2021-2022 school year.

In grades 3-5, the number of students at proficiency will increase by 3% from the 2021-2022 BOY to the EOY in fluency as measured by DIBELS.

\*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).



**EMELITA ST EL (1358901) 2021-2022**

**Section 11.3 - Academic : English Language Arts**

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

<b>Focus Area:</b>		<b>Lesson Planning, Data Analysis, and Professional Development</b>		<b>Academic : English Language Arts</b>				
<b>Strategies</b>		<b>Strategies, Actions and Tasks</b>	<b>Action Begin &amp; End Date Status</b>	<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</b>				
		Emelita's teachers, with the collaboration of the principal and Categorical Program Advisor/Targeted Student Population Adviser will agree on a school-wide focus strand that will inform teaching and professional development for the 2021-2022 school year based on the needs of the students. By identifying a specific area of need, all stakeholders will be able to focus on this area to improve teaching practices, and raise student achievement. In addition, the principal will provide time during staff development to allow for professional development, and the presentation of best practices in the target area. Teachers will also be given time to meet during grade level meetings to reflect on strategy implementation, and review progress monitoring data to determine the progress of the students. These practices will result in improved instructional implementation, and increased student achievement on assessment measures such as DIBELS, CAASP, and ELPAC for reclassification of English Learners.	07/01/2021 06/30/2022	The principal and CPA will observe classrooms to ensure the implementation of the professional development. They will provide demonstration lessons and feedback to the teachers to further develop the implementation of the skills and strategies presented in the staff development.				
<b>Budget</b>								
<b>Funding Source</b>	<b>SACS Function</b>	<b>Budget Description</b>	<b>Position No</b>	<b>Vendor</b>	<b>Budget Item No</b>	<b>Total Cost</b>	<b>FTE</b>	<b>Funding %</b>
CE-ESSA T1 Schools (7S046)	2100	11681 - CRD DIF CAT PRG ADV	N/A	N/A	11681	764		100
CE-ESSA T1 Schools (7S046)	2100	14692 - COORD X (NON-TUTOR)	N/A	N/A	14692	2,695	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)	2100	30166 - RETIREE BNFTS CERT	N/A	N/A	30166	-2,200	0.00	100
CE-ESSA T1 Schools (7S046)	2100	117361 - CAT PRG AD C:1T 27/11 (3 Hrs / 5 Days)	NS193883	N/A	117361	69,796	1.00	100
<b>Focus Area:</b>								
<b>Effective Classroom Instruction</b>								
<b>Strategies</b>								

**Academic : English Language Arts**



**EMELITA ST EL (1358901) 2021-2022**

Section 11.3 - Academic : English Language Arts

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>In order to meet the needs of our English Learners, teachers will implement direct ELD lessons as specified in Benchmark Advance during designated ELD time as appropriate. The students will be engaged in meaningful language to further their development. Teachers will also incorporate integrated ELD throughout the course of instruction to ensure the understanding of the core curriculum for all students. This will include strategies such as a total physical response (TPR), visual aides, direct vocabulary instruction, and opportunities to apply the target language.</p> <p>To assist with implementation of the dELD and iELD, the Title 3 coach will visit the school to provide staff development.</p> <p>The CPA will attend district training, and then relay the information to the teachers during professional development. The CPA will also conduct classroom observations, and provide feedback to the teachers in order to improve instruction.</p>	<p>07/01/2021 06/30/2022</p>	<p>Curricular tests, district interim assessments, and grade level prepared tests will be analyzed by administration to evaluate impact of our English learners.</p>
<p>Under the supervision of the CPA, paraprofessionals and instructional aide will support small group instruction in the classroom targeting students at risk of not meeting grade level standards as well as the targeted intervention program (TIP) that supports Tier 2 and 3 students in a pull out program. This program will focus on Foundational Reading Skills across all grade levels.</p> <p>The following positions are currently funded (1) Instructional aide, (6) Teacher's Assistants.</p>	<p>07/01/2021 06/30/2022</p>	<p>DIBELS assessments and monthly progress monitoring, along with grades and SBAC assessments will be analyzed by the administration and ILT teams to evaluate the impact of the learning academies and the use of instructional assistants during academies, and supplemental instructional materials.</p>
<p>The CPA with differential will assist teachers in the implementation of classroom strategies to improve instruction such as:</p> <ul style="list-style-type: none"> <li>- Tasks to use during small group differentiation.</li> <li>- Teaching Foundational Reading Skills.</li> <li>- Ensuring classrooms are print rich utilizing word walls and standards based bulletin boards reflective of scored student work with rubrics</li> <li>- Helping to develop rubrics on teacher created writing assignments.</li> <li>-Providing high quality professional development to teachers in the utilization of the IAB/IAC platform as well as data analysis.</li> <li>-Coordinate data analysis efforts for intervention planning, instruction and professional development needs.</li> <li>-Maintain records and compliance pieces of federal and state programs.</li> <li>-Coordinate, train and monitor Teacher Aide effectiveness.</li> <li>-Coordinate, train and monitor instructional software implementation.</li> </ul>	<p>07/01/2021 06/30/2022 New</p>	<p>The principal will ensure the implementation of professional development presented by the CPA, as well as observe the effectiveness of the implementation of strategies presented to improve instruction. In addition, ongoing data analysis by the principal and CPA will measure the effectiveness of the strategies.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Schools (7S046)		20750 - INSTRAL AIDE I C 1T (3 Hrs / 5 Days)	30444274	N/A	20750	10,494	1.00	100
CE-ESSA T1 Schools (7S046)	1000	107762 - TCHR AST DEG TK NW/2 (6 Hrs / 5 Days)	30449477	N/A	107762	19,478	1.00	100
CE-ESSA T1 Schools (7S046)	1000	30210 - TA HEALTH&MEDBENEFIT	N/A	N/A	30210	5,967		100

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

Academic : English Language Arts

**Strategies**



EMELITA ST EL (1358901) 2021-2022

Section 11.3 - Academic : English Language Arts

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>We will also implement the Early Literacy and Language Program (ELLP) to support the language arts needs of our primary students. Each grade level will group their students according to need. The students will participate in small group instruction based on their specific literacy need to improve reading fluency. Teachers will frequently reassess and regroup the students based on their abilities. We will utilize instructional aides and the CPA to decrease the student to teacher ratio during this small group instruction.</p> <p>Use of Paraprofessionals to support ELA curriculum in the classroom. Intervention, and primary language support. The paraprofessionals will be trained in phonics, word analysis, blending, and taught DOK questions strategies. A teacher will train and oversee the small groups that the paraprofessionals will lead.</p>	<p>07/01/2021 06/30/2022</p>	<p>The CPA and teachers will use Dibels progress monitoring, as well as observation and in-class assessments to determine progress. The administration will also review Dibels data, and Report Card marks in reading to determine success of the program.</p> <p>Teachers will measure success by assessments, student participation in class, grades, Report Cards, and SBAC</p>
<b>Budget</b>		
Funding Source	SACS Function	Budget Description
	Position No	Vendor
	N/A	N/A
	Budget Item No	Total Cost FTE Funding %



EMELITA ST EL (1358901) 2021-2022

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

Section 12.1

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 CFA

**EMELITA ST EL (1358901) 2021-2022**

**Section 12.2 - Academic : Mathematics**

**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**

2019 California School Dashboard Performance Data  
Math (Schoolwide and by Subgroups)

All Students: Green Performance Band  
Distance From Standard: -25 points  
Increased 15.9 Points

English Learners: Green Performance Band  
Distance From Standard: -20.7 points  
Increased 8.7Points

Socioeconomically Disadvantaged Students: Yellow Performance Band  
Distance From Standard: -32.7 points  
Increased 18 Points

Students with Disabilities: No Performance Band  
Distance From Standard: -132.8 points  
Increased 27.1 Points

Hispanic Students: Yellow Performance Band  
Distance From Standard: -27.9 points  
Increased 12.5 Points

Grade	Above	Met	Near	Below	Student Avg./ District Avg.
Kindergarten	49%	14%	32%	5%	83%/ 84%
1st Grade	17%	10%	8%	65%	54%/ 67%
2ndGrade	16%	16%	26%	42%	58%/ 54%
3rd Grade	23%	8%	21%	48%	65%/ 60%
4th Grade	6%	3%	12%	79%	41%/45%
5th Grade	9%	5%	9%	77%	48%/ 51%

Edulastic- CFA 1  
According to the 2019 California Dashboard for Math, our school increased across all demographic groups in the area of math. However, as a school we are still performing below standard in all groups. Our White sub group is performing the highest at 18.8 points below standard, which is an increase of 19.4 points from the previous year. We did not have scores in 2020 due to distance learning. In Fall, 2020, we took the first benchmark district assessment in math from Edulastic. We are using these scores to establish baseline data for our school's performance. However, when comparing our scores to the district average scores, we saw that our 2nd and 3rd grade are performing above the district average, while our Kindergarten, 4th and 5th grade are performing slightly below the district average. Our 1st grade is performing significantly below the district average. These results are slightly better than our performance on the California Dashboard in math.



**EMELITA ST EL (1358901) 2021-2022****Section 12.2 - Academic : Mathematics****2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. \*Required**

Even though some of our grade levels performed similarly to the district, 1st grade is showing significantly lower. The primary cause for this is the reduction in teaching time during distance learning. The teachers have also found it to be more difficult to provide hands-on lessons in a virtual setting. Even though the students were provided with manipulative to take home, many times the students do not know where they are for the lesson. It is also more difficult to monitor that the students are using one-to-one correlation. Another reason for the lower scores is the teachers said the test questions covered skills that had not had the opportunity to address yet. The upper grades also said that there were many skills tested that had not been covered thus far. Even though they are close to district average. Our teachers have observed that the students do not have a good concept of number sense. This year we adopted the new Eureka Math curriculum. The teachers have observed that students are having difficulty demonstrating and explaining their understanding of number sense.

**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**

In the upper grades, we will continue to provide after school intervention in the area of math with a focus on number sense. We will also continue to use the techniques from Innovate Ed. The teachers will analyze data, and work through the Cycle of Inquiry to develop best practices for developing number sense. We will continue to use the SBAC IAB's as a teaching tool to develop the math vocabulary reflected in the assessment.

In the primary grades, we will continue staff development with CGI Math. A trainer has provided staff development for the teacher, as well as demo lessons in math routines to build number sense. The teachers are committed to using the math routines on a daily basis, and use manipulatives with the students at least 3 times per week either in person, or virtually.

**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**

In order to improve achievement in number sense, all teachers are going to work to improve the implementation of the new Eureka math adoption. The primary grades are going to focus on Place Value. They are going to increase their use of manipulative, and monitor the students on a regular basis. The primary teachers will create a number sense assessment in Edulastic to progress monitor student achievement, and design instruction to meet the needs of the students. The upper grades are going to use the Eureka exit tickets to analyze and track student progress. Students will be grouped according to need during math academies, and provided specifically designed lessons to meet their needs.

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



**EMELITA ST EL (1358901) 2021-2022**

**Section 12.2 - Academic : Mathematics**

**California School Dashboard Indicators:**

The activities outlined in Mathematics Goal pages are to support the following indicators on the CA Dashboard.

**Improving Performance in (select all that apply)**

Academic Indicator Math

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.**

Socioeconomically Disadvantaged, All Students

**Schools must write at least one Measurable Implementation Objective**

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

In grades K-2, the teachers will progress monitor the students in Number Sense- Place Value once per month based on the standards for that time period, and group students and adjust lessons to meet individual learning needs.

In grades 3, the teachers will progress monitor the students in Number Sense using a selected Eureka exit ticket once per month based on the standards for that time period, and group students and adjust lessons to meet individual learning needs.

**Schools must write at least one Measurable Improvement Objective**

**State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. \* Required if this Goal is addressed.**

In grades K-2, the percentage of students who score proficient, or above in Number Sense- Place Value on the teacher created Edulastic test will increase by 20% from the BOY 2021 test to the EOY 2022 test.

In grades 3-5, the percentage of students who score proficient, or above on the grade-level number sense teacher created Edulastic assessment will increase by 10% from the BOY 2021 test to the EOY 2022 test.

\*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).



**EMELITA ST EL (1358901) 2021-2022**

**Section 12.3 - Academic : Mathematics**

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

<b>Focus Area:</b> Lesson Planning, Data Analysis, and Professional Development						
Academic : Mathematics						
<b>Strategies</b>		<b>Action Begin &amp; End Date Status</b>		<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</b>		
<b>Strategies, Actions and Tasks</b> The ILT/GLM will analyze and use data to collaboratively plan rigorous Math action plans. Professional development on Tuesdays will be used to provide training and planning time in numeracy, using models with math, number talks, and writing to explain math concepts. Professional development will also be provided in DOK – Applying to Mathematics and improving the skills for word problems using Math Word Problem Solving Strategies. We will also be working on incorporating math into STEAM lessons.		07/01/2021 06/30/2022		GLM will meet weekly. ILT will meet monthly. SBAC assessments, interim assessments, and grade level prepared assessments will be analyzed by administration and teachers to evaluate impact of professional developments and technology. Administration will also do classroom observations to ensure the implementation of strategies introduced during the professional developments.		
<b>Budget</b>						
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Funding %
			N/A	N/A		
<b>Focus Area:</b> Effective Classroom Instruction						
Academic : Mathematics						
<b>Strategies</b>		<b>Action Begin &amp; End Date Status</b>		<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</b>		
<b>Strategies, Actions and Tasks</b> The expectation is that all students will meet or exceed on the SBAC test in all math domains. Teachers will: <ul style="list-style-type: none"> <li>• Deliver a rigorous and balanced instructional program that is aligned to the CCSS for Math</li> <li>• Differentiate the curriculum to meet the needs of each individual student                             <ul style="list-style-type: none"> <li>- Teachers will provide Integrated ELD-Math Lessons to support our EL learners during CCSS Math instruction.</li> <li>• Support the needs of at-risk students by providing additional support through the use of on-line programs such as Moby Max, a computer based program that focuses on math skills, concepts, and applications.</li> <li>* Implement performance tasks that integrate the CC Math Standards for real world applications, and other content areas through Innovat Ed.</li> <li>- Begin lesson study cycles where teachers observe each other to provide feedback in pedagogy.</li> </ul> </li> </ul>		07/01/2021 06/30/2022		Principal and CPA will conduct classroom observation to ensure the use of Common Core Math Standards, determine the rigor of mathematical instruction, use of real world problems, and communication in mathematics. Teachers will monitor interim math assessments, classroom observations, and student work and grades to determine the effectiveness of their lessons. Teacher will also monitor their students progression of basic skills while using the online programs, and their effect on SBAC and on class assessments to determine the effectiveness of the time spent using the programs.		
<b>Budget</b>						



EMELITA ST EL (1358901) 2021-2022

Section 12.3 - Academic : Mathematics

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

Academic : Mathematics

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

Strategies	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p><b>Strategies, Actions and Tasks</b></p> <p>Up to four – 6 week Intervention sessions for grades 1– 5 after school that occur between September 2021 and May 2022, twice a week. Students will be identified through data analysis based on academic performance to participate in a targeted math intervention program. Teachers will identify students through teacher created and My Math assessments. These scores will be analyzed and intervention groups created based on specific skills needed. All intervention groups will use My Math manipulatives and include technology such as Extra Math, and Skyfall.</p> <ul style="list-style-type: none"> <li>• Students will have clear understanding and expectations of what they are to learn.</li> <li>• Students will work in collaborative in groups to analyze the math problem.</li> <li>• Students will analyze work and explain using targeted math vocabulary.</li> <li>• Teachers will focus on major math concepts and skills which will allow students time to master key concepts and skills</li> <li>• Incorporation of standards-based math games.</li> <li>• Interactive resources and games will offer students a digital learning space where they can establish and/or re-enforce their math skills while having fun.</li> </ul> <p>Funding for this intervention will be budgeted from the General Fund.</p>	<p>09/01/2021 05/13/2022</p>	<p>Teachers will be measure success of the intervention program by performance on assessments, student participation in class, grades, Report Cards, and SBAC. In addition, teachers will determine the effectiveness of each strategy through informal observation. Teachers will monitor that the groups are able to work collaboratively to analyze the text. They will listen for the use of sentence frames, and DOK stems when the students are responding to questions. Students will have to analyze work to explain their reasoning.</p>
<p>Instructional Assistants will work with small groups to support beginning learners. Grade levels will analyze data to monitor student progress. Teacher Assistants will work with students on the following:</p> <ul style="list-style-type: none"> <li>• Students will have clear understanding and expectations of what they are to learn.</li> <li>• Teachers will provide sentence frames</li> <li>• Use of DOK stems to build math ideas</li> <li>• Students will analyze work and explain using targeted vocabulary.</li> <li>• Teachers will focus on major math concepts and skills which will allow students time to master key concepts and skills</li> <li>• Incorporation of standards-based math games.</li> <li>• Interactive resources and games will offer students a digital learning space where they can establish and/or re-enforce their math skills while having fun.</li> </ul>	<p>07/01/2021 06/30/2022</p>	<p>Progress monitoring, Unit assessments and SBAC Interim assessments will be used to determine if students are improving in the targeted skills. The teacher and administration will monitor the instructional assistance for effective use on strategies in small groups.</p>

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



EMELITA ST EL (1358901) 2021-2022

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

Section 13.1

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

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

<input checked="" type="checkbox"/>	ELPAC
<input type="checkbox"/>	Whole Child Integrated Data System
<input type="checkbox"/>	MyData
<input checked="" 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 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

**EMELITA ST EL (1358901) 2021-2022**

**Section 13.2 - Academic : English Learner Programs**

**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**

According to the 2019 California Dashboard, 42.2% of our English Learners are making progress towards English language proficiency. Student English Language Acquisition Results were as follows: 33.3% progressed at least one ELPI level, 8.8% maintained ELPI level four, 26.6% maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), and 31.1% decreased at least one ELPI Level.

38% of our EL students are At or Above Benchmark based on the 20-21 MOY Dibels. 16% scored Below Benchmark, and 45% scored Well Below Benchmark. When the data is further desegregated by grade level, we see that the majority of the students performing Well Below Grade level are in the primary grades (59% in Kinder, 65% in 1st grade, 28% in 2nd Grade, 25% in 3rd Grade, 58% in 4th Grade, and 0% in 5th Grade)

Reclassification (October to October)

School Year	# of EL Students	#EL Reclassified	% Reclassified
2017-2018	73	13	18%
2018-2019	97	22	22.7%
2019-2020	66	15	17%
2020-2021	50	1	2%

Criteria for Reclassification

1. English Language Proficiency Assessment for California (ELPAC)

2019 33.3% progressed at least one ELPI level.

8.8% maintained ELPI level 4.

26.6% maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H).

31.1% decreased at least one ELPI level.

2. Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

2016-2017 19% of ELs scored at or above Benchmark on DIBELS Next EOY

2017-2018 50% of ELs scored at or above Benchmark on DIBELS Next EOY.

2018-2019 37% of ELs scored at or above Benchmark on DIBELS Next EOY.

2019-2020 No available data. (See DIBELS data above)

3. End of Year English Language Arts Composite Score

2016-2017 49% of ELs passed ELA with a score of 3 or better.

2017-2018 28% of ELs passed ELA with a Composite score of 3 or better on the End-of Year CCSS report card.

2018-2019 24% of ELs passed ELA with a Composite score of 3 or better on the End-of Year CCSS report card.

2019-2020 44% of ELs passed ELA with a Composite score of 3 or better on the End-of Year CCSS report card.

After analysis of our data, we discovered that Reclassification rate of our Second Language Learners has consistently fallen over the past three years. Even though we are making progress towards Reclassification, it is not sufficient to meet the criteria of the District. We also have 30% (18 of our 60 EL's) are P-LTEL students. This is a significant group of students.



**EMELITA ST EL (1358901) 2021-2022**

**Section 13.2 - Academic : English Learner Programs**

<p><b>2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required</b></p> <p>The primary cause for not being able to meet the reclassification goal for the 2019-2020 period is that we were unable to administer the Summative ELPAC and the End-of-Year DIBELS which are two of the criteria students must meet in order to reclassify. Another root cause for students not meeting reclassification is students are not passing all the sub sections of the Dibels assessment. MAZE has been the biggest challenge for our upper grade students. (Please see ELA) Another root cause at our school for not meeting our reclassification goal is our P-L TEL student group. Our teachers have found it difficult to provide dELD instruction in a virtual setting. The teachers also need more training to provide iELD instruction across the curriculum.</p>
<p><b>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</b></p> <p>After the implementation of staff development for the administration of MAZE, developing and presenting lessons on MAZE to the students, and using the progress monitoring feature to familiarize the student with the testing platform, we were able to increase the performance on MAZE from 25% on 2020 BOY to 41% on 2021 MOY of students At or Above Benchmark. Therefore, we are on track to meeting this requirement as part of our reclassification goal.</p>
<p><b>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</b></p> <p>In order to improve our student's performance on the Summative ELPAC, we are going to provide more training for the teachers in how to implement iELD across the curriculum. This will include training in the use of English Learner Toolkit provided by the California Department of Education. Teachers will be given time to plan iELD lessons to use with their students on a regular basis in order to improve student content area knowledge, and language skills.</p>
<p><b>5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required</b></p>
<p><b>California School Dashboard Indicators:</b> The activities outlined in EL Programs Goal pages are to support the following indicators on the CA Dashboard.</p>
<p><b>Improving Performance in (select all that apply)</b></p> <p>EL Progress Indicator</p>
<p><b>Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.</b></p> <p>English Learners</p>
<p><b>Schools must write at least one Measurable Implementation Objective</b></p>
<p><b>State the school's Measurable Implementation Objective(s) for 2021-2022. * Required if this Goal is addressed.</b></p> <p>By June Of 2022, 100% of all 3rd Grade, 4th Grade, and 5th Grade teachers of English learners will participate in iELD supplemental professional development focused on strategies to meet the needs of Potential Long-Term English Learners.</p>
<p><b>Schools must write at least one Measurable Improvement Objective</b></p>
<p><b>State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. * Required if this Goal is addressed.</b></p> <p>We will increase the percentage of our English Learners making progress towards English language proficiency from 42.2% to 47.2% according to the CA Dashboard.</p> <p>We will decrease our percentage of P-L TEL's from the current 30% to 25% by June 2022.</p>

**EMELITA ST EL (1358901) 2021-2022**

**Section 13.2 - Academic : English Learner Programs**

\*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).



**EMELITA ST EL (1358901) 2021-2022**

**Section 13.3 - Academic : English Learner Programs**

**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.

<b>Focus Area: Lesson Planning, Data Analysis, and Professional Development</b>									
<i>Academic : English Learner Programs</i>									
<b>Strategies</b>			<b>Action Begin &amp; End Date Status</b>		<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</b>				
<p><b>Strategies, Actions and Tasks</b></p> <p>During grade level meetings, and Tuesday PD's, teachers will work together to review the dELD and IELD components of Benchmark and plan lessons to meet the needs of the students. They will analyze student Dibels data in order to determine the specific areas of need in fluency. The EL Designee will provide professional development on phonics and phonemic awareness as it pertains to upper grade students. Professional development will also be provided on the use of supplemental materials for fluency, such as 95% and Heggerty.</p>			<p>07/01/2021 06/30/2022</p>		<p>Principal and CPA will conduct classroom observations to ensure the implementation of Smart Start, Constructive Conversations, and the Designated ELD lessons from Benchmark Advance. The CPA will monitor the administration of the ELPAC to ensure that teachers follow the guidelines of the test and that they are scoring the required portions with reliability as based on the criteria.</p>				
<b>Budget</b>									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					
<b>Focus Area: Effective Classroom Instruction</b>									
<i>Academic : English Learner Programs</i>									
<b>Strategies</b>			<b>Action Begin &amp; End Date Status</b>		<b>Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible</b>				
<p><b>Strategies, Actions and Tasks</b></p> <p>Teachers will use Benchmark Advance to instruct students during Designated ELD time where EL's will learn the structure of how English works in order to participate successfully in academic tasks across curriculum areas through discourse practices and use of grammatical structures and vocabulary. Teachers will utilize SDAIE strategies in all subject areas, and differentiate to meet the needs of their diverse classroom. Teachers will also begin to utilize supplemental instructional materials to develop phonemic awareness and phonics skills for our Second Language Learners. Teacher Assistants will re-enforce concepts and support student learning in the core content areas.</p>			<p>07/01/2021 06/30/2022</p>		<p>Principal and CPA will observe during Designated ELD to ensure that it is being used as prescribed. We will analyze the results of the ELPAC, classroom assessments, interim assessments, Dibels, and observations to determine the effectiveness of the ELD strategies and classroom instruction.</p>				
<b>Budget</b>									
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %	
			N/A	N/A					



EMELITA ST EL (1358901) 2021-2022

Section 13.3 - Academic : English Learner Programs

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

Strategies		Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible					
Strategies, Actions and Tasks		08/02/2021 05/27/2022	Principal and CPA will oversee the SSPT and review their findings and recommendation for effectiveness. Follow-up meetings will be scheduled with individual students to review data and ensure that progress in being made.					
The SSPT team will meet monthly to monitor the progress of the English Language Learners. SSPT will suggest the necessary interventions for students not making adequate progress.								
Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
			N/A	N/A				



EMELITA ST EL (1358901) 2021-2022

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

Section 14.1

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

**EMELITA ST EL (1358901) 2021-2022**

**Section 14.2 - Parent And Community**

<p><b>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</b></p>							
School Experience Survey	2017-2018	2018-2019	Change	2019-2020	Change	2020-2021	Change
Parent Participation	74%	60%	-14%	69%	+9%	55%	-14%
Parents think school is safe	96%	83%	-13%	92%	+9%		
Parent Portal Registration	2019-2020	2021-2022					
	22%	61%					
<p><b>2. For areas in need of improvement, identify the root causes/underlying issues related to key findings. *Required</b></p>							
<p>The root cause as to why some parents are not participating in the School Experience Survey is we have not been in person this year to provide assistance to parents with completing the survey. Another reason for our low parent participation rate is that we were unable to provide the incentives that we usually offer. Even though we did offer an incentive, it was not as effective. Also, many parents choose not to participate in the survey, because they may feel uncomfortable answering questions about how they participate in their child's education. This may come as a direct result of the fact that many of our families have both parents working outside the home, and are not able to assist.</p>							
<p><b>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</b></p>							
<p>The school met its second goal of increasing the percentage of students who have parents registered on Parent Portal from 22% to 60%. We attribute this to the increase use of Schoology by our teacher and students on a daily basis. Parents have been more willing to create an account in order to have access to their child's account. We also held several parent workshops at the beginning of the year to assist parents in creating and account, and the features that it provides.</p>							
<p><b>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</b></p>							
<p>For next year, we will continue with the strategies stated above. We will also use the chrome books in our new Parent Center to allow parents to complete the survey during Friday morning assemblies. These devices will also be used to assist parents in enrolling in the Parent Portal. In addition, we will attempt to offer parent workshops outside of school hours. Increasing the Percent of Students with Parents Registered on the Parent Portal has been added as a new goal for the 2020-2021 school year.</p>							
<p><b>5. If you are not addressing this goal, explain why. If you are addressing this goal, write N/A in the box below. *Required</b></p>							
<p></p>							



**EMELITA ST EL (1358901) 2021-2022**

**Section 14.2 - Parent And Community**

**California School Dashboard Indicators:**

The activities outlined in Parent, Community, and Student Engagement Goal pages are to support the following indicators on the CA Dashboard.

**Improving Performance in (select all that apply)**

Academic Indicator ELA, Academic Indicator Math, EL Progress Indicator, Chronic Absenteeism

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.**

English Learners, Socioeconomically Disadvantaged, All Students

**Schools must write at least one Measurable Implementation Objective**

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

The Community Reps will create 2 Parent Portal registration events during the school year to assist parents in registering for Parent Portal. They will also be available in person, as well as virtually, for office hours 2 hours per week to further assist parents on an individual basis.

**Schools must write at least one Measurable Improvement Objective**

**State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. \* Required if this Goal is addressed.**

By the 2021-2022 school year, Emelita will increase the percent of Students with Parents Registered on the Parent Portal from 61% to 70% as measured by the Focus Dashboard.

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



EMELITA ST EL (1358901) 2021-2022

Section 14.3 - Parent And Community

Focus Area: Student, Staff, Parent Engagement *Required		Parent And Community						
Strategies								
Strategies, Actions and Tasks		Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible					
As a means to have more participation by our parents in the School Experience Survey, we will reach out to parents through Connect Ed calls, the school web site and Class Dojo. We will also offer incentives to the classes that have the highest percentage of responses to the survey.		07/01/2021 06/30/2022	Teachers will record how many students return the survey. We will also use the CA Dashboard to determine how many parents are submitting the survey on line to track our progress.					
We will allow the students to complete the survey during class time using school technology. Encourage teachers to talk to their students about the purpose and importance of the survey so that they will take their time and respond with integrity. Set aside time during faculty meetings to have open dialogues with teachers regarding student-based decisions.		11/01/2021 02/25/2022	Teachers will schedule adequate time in the computer lab to complete the survey. Teachers will monitor their students to ensure that they are following the procedures of the survey.					
As a means to have more parents participate and be knowledgeable about workshops and activities provided in the Parent Center (room 17), we will advertise the event using Class Dojo 1-2 weeks prior to the event, and send flyers home with the students. Events will be listed on the school calendar and on the web site. We will also remind parents of the Friday workshops being held that day during Friday morning Assemblies on the playground. We are also going to try to vary the days of times of the meeting to meet the needs of more parents schedules.		07/01/2021 06/30/2022	The administration and the parent representative will monitor the attendance rosters for the workshops to determine if there is an increase in participation. We will also look at the school the School Experience Survey to see how parents respond to the questions related to the Parent Center.					
Coffee with the Principal is the first Friday of every month, when in school. Parents will be informed about the current and upcoming learning opportunities and events. An opportunity to ask questions of the principal.		08/02/2021 05/31/2022	The Principal is responsible for leading the meeting, and will determine its impact based on participation and types of discussion.					
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								



**EMELITA ST EL (1358901) 2021-2022**

**Section 14.3 - Parent And Community**

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>The Community Representative, Principal, and CPA will organize and provide a calendar of parent workshops and activities. The following are some of the workshops that will be held on the 2nd, 3rd, and 4th Friday of each month. We will also be asking our parents about topics they would like to participate.</p> <ul style="list-style-type: none"> <li>• Common Core Standards</li> <li>• ELPAC/Reclassification</li> <li>• DIBELS</li> <li>• Parent / Teacher Conferences</li> <li>• Technology</li> <li>• Smarter Balance</li> <li>• Constructive Conversation Skills</li> <li>• Instructional Program Options</li> <li>• Etc.</li> </ul> <p>(We will also survey our parents about topics they are interested in learning more about.)</p> <p>Parents will receive up-to-date information for the school from the School web site, school marquee, Connect Ed, posters, Class Dojo, and flyers.</p> <p>Parent workshop on the SES will be provided to increase participation. Computers will be made available for parents to register.</p> <p>Our Community Reps. are funded out of the General Fund and TSP.</p> <p>We are going to provide Clerical X Time to our Office staff to allow them to assist with record keeping for the Parent Center, and attend parent events and workshops in the evenings, as well as before the school year to further assist parents with accessing community resources. This will allow them to assist new parents to LAUSD in connecting to the Parent Portal, as well as completing required parent documentation.</p>	<p>07/01/2021 06/30/2022</p>	<p>Principal, teachers, CPA, Community Representative, outside speakers will all be utilized to create meaningful workshops for the parents.</p> <p>School will measure the success and effectiveness of parent communication based on the feedback gathered from the School Experience Survey, as well as the increase in percentage of parents who respond to the survey.</p>
<p>Parent workshop on the SES will be provided to increase participation. Computers will be made available for parents to register.</p> <p>Our Community Reps. are funded out of the General Fund and TSP.</p> <p>We are going to provide Clerical X Time to our Office staff to allow them to assist with record keeping for the Parent Center, and attend parent events and workshops in the evenings, as well as before the school year to further assist parents with accessing community resources. This will allow them to assist new parents to LAUSD in connecting to the Parent Portal, as well as completing required parent documentation.</p>	<p>07/01/2021 06/30/2022</p>	<p>School will measure the success and effectiveness of the Clerical X Time by observation and parent feedback, as well as a parent enrollment in Parent Portal.</p>

Budget								
Funding Source	SACS Function	Budget Description	Position No	Vendor	Budget Item No	Total Cost	FTE	Funding %
CE-ESSA T1 Sch-Parent Invlmnt (7E046)	2700	21468 - CLERICAL X-TIME	N/A	N/A	21468	1,466		100

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

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

Budget



EMELITA ST EL (1358901) 2021-2022

Section 14.3 - Parent And Community

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

Parent And Community

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

Strategies, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Emelita complies with all LAUSD, State, and Federal requirements regarding parent involvement. The Principal, CPA, Teachers, and Community Representative will provide workshops to build knowledge for parents about their student's curricula. Inform parents about college requirements and provide the parents a bridge to help their students with their work. Some of the topics for our workshops are:</p> <ul style="list-style-type: none"> <li>• Foundational Reading Skills</li> <li>• A-G Requirements</li> <li>• Common Core State Standards</li> <li>• Technology (on-line resources)</li> <li>• School Report Card</li> <li>• Parent / Teacher Conferences.</li> </ul> <p>Our Community Reps are also going to host a monthly story time for families. Parents will be able to bring their children monthly to hear a story, and participate in a craft to promote literacy. Our Parent Center is also going to work with our librarian to create bags of books for parents to check out and enjoy at home.</p>	<p>07/01/2021 06/30/2022 New</p>	<p>The principal, CPA, and Community Representatives will measure the success and effectiveness of these workshops based on parent attendance, and feedback forms. They will also analyze the responses on the School Experience Survey related to parent participation as an indicator of success.</p>

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, Actions and Tasks	Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<p>Emelita complies with all LAUSD, State, and Federal requirements regarding parent involvement. The Principal, CPA, Community Representative will provide workshops to build parent knowledge and understanding in order to ensure that students are college and career ready in Mathematics. The Community Reps and CPA will collaborate with the teachers to provide workshops on the Common Core math standards, as well as the new Eureka math program. We are also going to plan a family math night to demonstrate and encourage the use of manipulatives in math.</p>	<p>07/01/2021 06/30/2022 New</p>	<p>The principal, CPA, and Community Representatives will measure the success and effectiveness of these workshops based on parent attendance, and feedback forms. They will also analyze the responses on the School Experience Survey related to parent participation as an indicator of success.</p>

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



EMELITA ST EL (1358901) 2021-2022

Section 14.3 - Parent And Community

Parent And Community

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

Strategies		Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<b>Strategies, Actions and Tasks</b> The Community Representative, Principal, and CPA will organize and provide a calendar of parent workshops and activities. The following are some of the workshops that will be held on the 2nd, 3rd, and 4th Friday of each month. <ul style="list-style-type: none"> <li>• Common Core Standards</li> <li>• ELPAC/Reclassification</li> <li>• DIBELS</li> <li>• Foundational Reading Skills</li> <li>• CAASP Testing</li> <li>• Constructive Conversation Skills</li> <li>• Instructional Program Options</li> <li>• Etc.</li> </ul> We will also survey our parents about topics they would like to participate.		07/01/2021 06/30/2022 New	The principal, CPA, and Community Representatives will measure the success and effectiveness of these workshops based on parent attendance, and feedback forms. They will also analyze the responses on the School Experience Survey related to parent participation as an indicator of success.

Budget			
Funding Source	SACS Function	Budget Description	Funding %
		N/A	
		N/A	

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

Parent And Community

Strategies		Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<b>Strategies, Actions and Tasks</b> Professional Development will be coordinated by the Community Rep to educate parents and teachers on: <ul style="list-style-type: none"> <li>• Importance of Regular School Attendance</li> <li>• Strategies for help parents handle behaviors at home that may lead to poor attendance</li> <li>• Effective methods of handling discipline and behavioral problems.</li> </ul> Professional development for teachers will be provided by the administration about communicating the importance of attendance to parents.		07/01/2021 06/30/2022 New	The principal, CPA, and Community Representatives will measure the success and effectiveness of these workshops based on parent attendance, and feedback forms. They will also analyze the responses on the School Experience Survey related to parent participation as an indicator of success.

Budget			
Funding Source	SACS Function	Budget Description	Funding %
		N/A	
		N/A	

EMELITA ST EL (1358901) 2021-2022

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

Section 15.1

**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



EMELITA ST EL (1358901) 2021-2022

Section 15.2 - 100% Attendance

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

2019 California School Dashboard Performance Data

Attendance (Schoolwide and by Subgroups)

All Students: Red Performance Band

Chronically Absent: 13.8%

Increased 4.9%

English Learners: Orange Performance Band

Chronically Absent: 18.3%

Increased 7.9%

Socioeconomically Disadvantaged Students: Red Performance Band

Chronically Absent: 15.7%

Increased 5.8%

Students with Disabilities: Red Performance Band

Chronically Absent: 26.9%

Increased 6.9%

Hispanic Students: Red Performance Band

Chronically Absent: 13.2%

Increased 4.1%

African American Students: No Performance Band

Chronically Absent: 16.7%

Increased 11%

Homeless Students: No Performance Band

Chronically Absent: 10.7%

Increased 10.7%

White Students: Orange Performance Band

Chronically Absent: 14.5%

Increased 4.7%

Two or More Races: No Performance Band

Chronically Absent: 13%

Increased 3.5%

Our Suspension Rate remains 0% in the Blue on the California Dashboard.

Staff Attendance

	Teachers	Aides	Overall
In 2016-2017	86%	65%	76%
In 2017-2018	82%	54%	69%
In 2018-2019	52%	57%	54%
In 2019-2020	86%	72%	78%

Excellent Attendance Rates

School Year	Target	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	Apr.	May	June
2018-2019	70%	82.3	82.4	78.7	77.9	73.2	33.6	37.0	41.3	37.3	40.5	46.4
2019-2020	72%	89.2	84.2	76.2	68.0	65.3	68.7	63.9	1.8	1.8	1.8	1.8
2020-2021		91.5	89.5	88.8	87.8	88.5	89.2					

Chronic Absence Rate

School Year	Target	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	Apr.	May	June

Section 15.2 - 100% Attendance

**EMELITA ST EL (1358901) 2021-2022**

2018-2019	9%	7.1	7.6	9.0	11.3	10.3	27.9	30.0	26.2	22.6	22.7	19.8
2019-2020	7%	10.8	7.0	10.0	11.4	13.5	13.4	11.1	96.7	96.7	96.7	96.7
2020-2021		8.5	8.1	7.4	7.3	7.7	8.0					

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

Even though it appears that we have made significant growth in attendance. We do not feel this is an accurate representation of the attendance during distance learning. The district has imposed a policy that the teacher must mark the student present if they log in for any part of the lesson, or complete any of the asynchronous assigned work. Teachers have observed that many students are only present for a fraction of the lesson, or they will complete one asynchronous assignment and not come to the lessons at all. Therefore, they are not benefitting from all of the instructional minutes. However, during the 2012-20 school year, we were making progress with our excellent attendance before we moved to distance learning. We attribute this growth to the strategies discussed in section 3.

**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**

Teachers and aides that receive 100% attendance each month are recognized with a note and treat at the end of each month. We also recognize our students. For each month of perfect attendance, the student receives a backpack tag or a bracelet. We also recognize the class with the highest percentage of attendance during our monthly attendance assembly. This class gets a banner hung outside their door and a special treat for the class. Students who have 100% attendance at the end of the year are given a trophy. We also track perfect attendance by class on a bulletin board in the main office.

**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**

In order to improve staff attendance, our administration is working to track the attendance of the faculty. She is meeting with individual staff members as necessary to address attendance needs. The office is also working with the district office to ensure that the attendance of the faculty is being properly reported by the district. For our students, we are sending letters to the students who have chronic attendance issues. Our principal is also making phone calls to the families to determine ways to improve attendance. We also had a workshop in our parent center on the importance of Attendance.

**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



**EMELITA ST EL (1358901) 2021-2022**

**Section 15.2 - 100% Attendance**

**California School Dashboard Indicators:**

The activities outlined in 100% Attendance Goal pages are to support the following indicators on the CA Dashboard.

**Improving Performance in (select all that apply)**

Academic Indicator ELA, Academic Indicator Math, EL Progress Indicator, Chronic Absenteeism, Suspensions

**Based on the findings, select the student groups that will be the primary focus of progress monitoring. You must include student groups with red or orange indicators.**

English Learners, Socioeconomically Disadvantaged, Hispanic or Latino, White, All Students

**Schools must write at least one Measurable Implementation Objective**

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

The Community Rep will keep track of student absence on a daily basis. They will call the home to inquire what they can do to help the student return to school.

**Schools must write at least one Measurable Improvement Objective**

**State the school's Measurable Improvement Objective(s) for 2021-2022. If the school is in "Red" or "Orange" status on the CA Dashboard, you must include at least one Measurable Improvement Objective that addresses this status. \* Required if this Goal is addressed.**

By the end of the 2021-2022 school year, Emelita Elementary School will decrease students with chronic absenteeism by 5% in all subgroups from June 2021 to June 2022 as measured by the Focus dashboard.

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

EMELITA ST EL (1358901) 2021-2022

Section 15.3 - 100% Attendance



EMELITA ST EL (1358901) 2021-2022

Section 15.3 - 100% Attendance

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

Strategies		Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<b>Strategies, Actions and Tasks</b> Professional Development will be coordinated by the Community Rep to educate parents and teachers on: • Importance of Regular School Attendance • Strategies for help parents handle behaviors at home that may lead to poor attendance • Effective methods of handling discipline and behavioral problems. Professional development for teachers will be provided by the administration about communicating the importance of attendance to parents.		07/01/2021 06/30/2022	Student attendance, as well as parent attendance at the workshops, will be monitored on a monthly basis to determine the effectiveness of the parent education programs. Teacher attendance will also be monitored on a regular basis, and handled by the administration on an individual basis as needed.

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

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

Strategies		Action Begin & End Date Status	Measurement of Strategies' Effectiveness/ Identify the title of position/staff responsible
<b>Strategies, Actions and Tasks</b> Emelita has monthly Friday morning assemblies that recognize good attendance by receiving incentives. The Community Rep will recognize individual students, classes, and grade levels that have the highest attendance rankings. They are presented with awards for their achievements. Emelita celebrates themes that re-enforces positive behavior and academic success. The following are the monthly themes: Mayorga's Magnificent Mathematicians, Considerate Characters, Promising Pilgrims, Aspiring Artist, Wondrous Writers, Ravenous Readers, Fabulous Fit Kids, and Exuberant Engineers. In both of these instances the students are called up to the front and celebrated for their success. Parents are then invited up to take pictures of their students with their Award Certificates/Incentives. The SSPT team will meet on a monthly basis to review student referrals, and develop behavior plans for the school, as well as individual students as necessary.		07/01/2021 06/30/2022 07/01/2021 06/30/2022 07/01/2021 06/30/2022	Principal, Teachers Schools will measure effectiveness with improved attendance data from Misis. The principal and teachers will evaluate the effectiveness of these programs through observation of the students behavior, and the number and type of students referrals to the office for behavior. Effectiveness of the behavior plans will be monitored by the administration. They will monitor the continuous behavior trends, as well as the increase or decrease of referrals.

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

EMELITA ST EL (1358901) 2021-2022

Section 15.3 - 100% Attendance



### 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?

The first actionable inequity that we identified at our school site was the distribution of teacher assistant and instructional aide time. Currently, we divide time equally among the classrooms. The only classrooms that receive priority are our split grade classrooms. We have not used performance data as a means for assigning assistants. Another actionable inequity we have found is it is more difficult to provide small group instruction, and ELLP academies in the virtual teaching setting. Our lower performing students, and Second Language Learners are not logging in for additional instruction offered by the teacher. Their attendance during the regular schedules class time is also inconsistent further impeding their ability to make progress.

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

The first priority to address in the distribution of TA and IA resources . The second priority for our school to address is the lack of implementation of the ELLP program in all grades.

3. How will the school address these inequities?

Our primary inequity that we will address is the allotment of TA and IA resources. TAs and IAs will not longer be assigned to classes. We will be using them to work with multiple small groups of students who are struggling with Foundational Reading Skills in all grade levels. We will group the students by need, and provide lessons for the TAs and IAs to use under the guidance of the the Categorical Program Advisor, ELLP Coordinator, and the Title III coach. The school is planning to continue implementation of ELLP in all grades for the 2021-2022 school year. All teachers are going create a school wide ELLP schedule. We plan to create this protected teaching time before the scheduling of any other school activities, such as music, dance. We also plan to use grade level time to analyze data in order to group students with similar needs even across grade levels. The Categorical Program Adviser, Title III Coach, and ELLP coordinator will work together to provide training and resources for the upper grade teachers.

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.

This year we did not qualify for the higher level of Title 1 funding as only 59% of our students qualified for free and reduced lunch. Therefore, we lost a part of our Title 1 funding, and had to make cuts to our resources. We were not able to fund as many TA and IA positions.

EVIDENCE-BASED INTERVENTIONS

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

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

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

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

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

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

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

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

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



**EMELITA ST EL (1358901) 2021-2022**

Section 16

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.

**Amplify**

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

We will use Amplify which is an on-line Language Arts program supplied by the District. It provides differentiated instruction to both students who are performing below standards, as well as challenges students who are performing above standard. This program is rated "Strong" according to the research standards of ESSA. Students will use this program during rotations in small groups for 20 minutes, at least three times per week, for a total of 1 hour, during ELLP. It will be effective from July 1, 2020 to June 30, 2021.

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

**SPSA MEASURABLE OBJECTIVE(S) IN TARGETED AREA(S) OF NEED** 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: In grades K-2, we will increase the number of students at or above benchmark in Phoneme Sound Fluency by 5% from Dibels BOY to EOY during the 2021-2022 school year. In grades 3-5, the number of students at proficiency will increase by 3% from the 2021-2022 BOY to the EOY in fluency as measured by Dibels. **MEASUREMENT OF PROGRESS TOWARDS OBJECTIVES** The school will monitor our progress toward achieving our ELA objectives by setting and evaluating our achievement of appropriate progress goals to be measured by periodic assessments, including Interim Assessment Blocks (IABs) and Amplify tools. At the beginning of the year, the school will use the BOY Dibels as a screening instrument to determine student reading levels, and then use the same assessment tool to monitor student progress in the middle and end of the year. School leadership and grade level teams will collaboratively review and analyze the results of the progress monitoring 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 intervention. **METHOD FOR ENSURING HIGH QUALITY IMPLEMENTATION** In order to ensure high quality implementation of the Amplify program, which is necessary to maximize its effectiveness, the Principal and ELLP Coordinator will regularly observe and provide actionable feedback to teachers delivering the program, using a strategic observation and feedback tool, and lead teaching staff in periodic review, identification, and discussion of program strengths, challenges, and strategies for improved delivery.

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

We have already observed a correlation between the usage of Amplify and increased performance on DIBELS. Next year, we will monitor the progress/usage more closely to analyze the specific correlation data. In addition, the program has not been used as consistently as it should be in the 2020-2021 school year. Some classes have more difficulty finding the time to use it on a regular basis. Next year, we will work with the teachers to incorporate Amplify as part of the ELLP program to ensure that all students are having access to the program. We will also provide access for students to use Amplify during recess, after school, and at home.



EMELITA ST EL (1358901) 2021-2022

Section 17

## TITLE I SCHOOLWIDE PROGRAM SCHOOLS/ESSA 1114 COMPONENTS FOR IMPLEMENTATION

<p><b>1. Comprehensive needs assessment:</b> 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.</p> <p>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 <i>SPSA Evaluation</i>, and the <i>Comprehensive Needs Assessment/Self Review Process</i>. 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 <i>Comprehensive Needs Assessment/Self Review Process</i> section of the SPSA.</p>
<p><b>2. Schoolwide reform strategies:</b> 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.</p> <p>Schoolwide reform strategies are described in Section IV of all Goal pages.</p>
<p><b>3. Preparation for and awareness of opportunities for postsecondary education and the workforce:</b> 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).</p> <p>Teachers spend time talking about how to prepare for college. Teachers discuss with the students how their academic performance now with affect their ability to be successful in their future educational and career goals. The school also posts a sign on each teacher's door telling which Post Secondary school they attended. In addition, through the Parent Center, workshops are offered to parents that discuss the A-G graduation requirements, the Parent Portal, and how to chose a school to best fit the needs of your child.</p>
<p><b>4. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services:</b> 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.).</p> <p>Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely assistance are described in the sections entitled 100% Graduation Goal, English Language Arts Goal, Mathematics Goal, and English Learner Programs Goal pages at the rows entitled "Interventions Beyond the Regular School Day and Other Supports," and having problem behavior is addressed in the Section entitled Social/Emotional Goal pages at the row entitled "Social/Emotional Interventions."</p>
<p><b>5. High-quality and ongoing professional development and other activities:</b> 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.</p> <p>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."</p>
<p><b>6. Strategies to recruit and retain effective teachers to high-need schools:</b> Describe the strategies used by the District to recruit and retain effective teachers, particularly in high-need subjects.</p>



**EMELITA ST EL (1358901) 2021-2022**

**Section 17**

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.

Strategies to increase parental involvement are described in the Goal pages of the Parent/Community section.

**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:

Before the start of the school year, we hold a Kindergarten picnic. This event allows the children to see the classroom, meet the teacher, and play with the children that they are going to attend school. It also gives the teachers an opportunity to let the parents, and children know what to expect at the beginning of the school year. In addition, we provide materials for the parents on how to best prepare their children for school.

**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:**



**Budget Summary**

Budget Item Description	Indirect	CE-ESSA T1 Schools (7/S046) FTE & Amount	CE-ESSA-T1 C&C Coach (7/T124) FTE & Amount	CE-ESSA T1 Sch- Parent Inv/mnt (7/E046) FTE & Amount	T3A-LEP-Limited Eng Profrcncy (7/T197) FTE & Amount	CE-ESSA T1 Comprehensive Sup & Improv (7/T691) FTE & Amount	Total FTE & Total Amount
107762	<input type="checkbox"/>	1.00 19,478	0.00 0	0.00 0	0.00 0	0.00 0	1.00 19,478
107762 - TCHR.AST DEG TK NW/2 (6 Hrs / 5 Days)	<input type="checkbox"/>						
11681	<input type="checkbox"/>	0.00 764	0.00 0	0.00 0	0.00 0	0.00 0	0.00 764
11681 - CRD DIF CAT PRG ADV	<input type="checkbox"/>						
117361	<input type="checkbox"/>	1.00 69,796	0.00 0	0.00 0	0.00 0	0.00 0	1.00 69,796
117361 - CAT PRG AD C1T 27/11 (3 Hrs / 5 Days)	<input type="checkbox"/>						
14692	<input type="checkbox"/>	0.00 2,695	0.00 0	0.00 0	0.00 0	0.00 0	0.00 2,695
14692 - COORD X (NON-TUTOR)	<input type="checkbox"/>						
20750	<input type="checkbox"/>	1.00 10,494	0.00 0	0.00 0	0.00 0	0.00 0	1.00 10,494
20750 - INSTRL AIDE I C 1T (3 Hrs / 5 Days)	<input type="checkbox"/>						
21468	<input type="checkbox"/>	0.00 0	0.00 0	0.00 1,466	0.00 0	0.00 0	0.00 1,466
21468 - CLERICAL X-TIME	<input type="checkbox"/>						
30165	<input checked="" type="checkbox"/>	0.00 -7,100	0.00 0	0.00 0	0.00 0	0.00 0	0.00 -7,100
30165 - HEALTH WELFARE CERT	<input checked="" type="checkbox"/>						
30166	<input checked="" type="checkbox"/>	0.00 -2,200	0.00 0	0.00 0	0.00 0	0.00 0	0.00 -2,200
30166 - RETIREE BNFTS CERT	<input checked="" type="checkbox"/>						
30210	<input type="checkbox"/>	0.00 5,967	0.00 0	0.00 0	0.00 0	0.00 0	0.00 5,967
30210 - TA HEALTH&MEDBENEFIT	<input type="checkbox"/>						
40239	<input type="checkbox"/>	0.00 3,090	0.00 0	0.00 46	0.00 0	0.00 0	0.00 3,136
POTENTIAL FNDING VAR	<input type="checkbox"/>						
40261	<input type="checkbox"/>	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0	0.00 0
PENDING DISTRIBUTION	<input type="checkbox"/>						
<b>Total</b>	<b>Total</b>	<b>3.00 102,984</b>	<b>0.00 0</b>	<b>0.00 1,512</b>	<b>0.00 0</b>	<b>0.00 0</b>	<b>3.00 104,496</b>

EMELITA ST EL (1358901) 2021-2022

Section 20

**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**



