

2023-2024

Los Cerritos Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- · Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- · Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- · Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- · Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

- **Recommendation 1:** Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.
- **Recommendation 2:** Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.
- **Recommendation 3:** Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.
- Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

- Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).
- **Recommendation 5:** Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.
- **Recommendation 6:** Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.
- **Recommendation 7:** Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.
- **Recommendation 8:** Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.
- **Recommendation 9:** Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.
- **Recommendation 10:** Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, "double dose" courses, and Summer school, also considering preK students.
- **Recommendation 11:** Expand Summer School opportunities, especially for "transition" grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.
- **Recommendation 12:** Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.
- **Recommendation 13:** Expand programs of instruction to the educational system to new families, including civics education.
- **Recommendation 14:** Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.
- **Recommendation 15:** Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

- 1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
- 2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

- 3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
- 4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
- 5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
- 6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
- 7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
- 8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
- 9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
- 10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
- 11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
- 12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
- 13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
- 14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
- 15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
- 16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
- 17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of Parent and Family Engagement and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

- 1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
- 2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
- 3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
- 4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
- 5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
- 6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
- 7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
- 8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
- 9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

- 10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
- 11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
- 12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
- 13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
- 14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
- 15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

On the iReady end of the year:

77% (332/432) of Grades K-5th students were early on grade level to above grade level.

88% of (69/79) Grade K students were early on grade level to above grade level.

86% of (52/60) Grade 1 students were early on grade level to above grade level.

78% of (39/50) Grade 2 students were early on grade level to above grade level.

86% of (69/80) Grade 3 students were early on grade level to above grade level.

67% of (54/81) Grade 4 students were early on grade level to above grade level.

60% of (49/82) Grade 5 students were early on grade level to above grade level.

Overall, 19% of our students scored one grade level below, 3% scored two grade levels below and 2% scored three or more grade levels below.

Students scored high in phonological awareness (97%), high frequency words (93%) and phonics (91%). Comprehension (Lit. 75%/ Infor. 70%) and vocabulary (72%) are areas that students need additional support.

65% of our African American students scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment.

27% scored one grade level below, 5% scored two grade levels below and 3% scored three or more grade levels below.

Overall Met/Exceeded 73%, 14% scored nearly, 14% scored not met. Overall 55% of our African American students scored met/exceeded, 20% scored nearly met, and 25% scored not met.

63% of our English Learners students scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment.

30% scored one grade level below, 7% scored two grade levels below and 0% scored three or more grade levels below.

SBAC: Students in grades 3-5 took the ELA SBAC assessment.

Grade 3 Met/Exceeded 70%, 20% nearly met, 10% not met.

Grade 4 Met/Exceeded 70%, 10% nearly met, 20% not met.

Grade 5 Met/Exceeded 78%, 11% nearly met, 11% not met.

Overall 50% of our English Learners scored met and exceeded, 14% scored nearly met, and 36% scored not met.

Comprehensive Needs Assessment

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math.

Increase student achievement in FRSA (22-23 school year -88% overall) to 93% in K-Grade 2.

Increase met/exceeded in ELA (73% to at least 79%) and Math (from 60% to 65%) as measured by the end of year SBAC for Grades 3-5.

Progress monitor based on district assessments, review and teach needed skills. Utilize small group instruction to support areas of needed review for students based on their level. We will utilize our Literacy Teachers to support Tier 1 implementation and targeted intervention for EL students as well as students identified as below grade level readers. EL students and at-risk students will receive additional time to address their unique language acquisition needs. Teachers will provide additional support for students that are identified as below level readers during small group instruction. Teachers will help students to build academic vocabulary, listening, speaking, reading and writing. Students will also be provided with after school tutoring focused on developing oral language skills to improve their writing.

ELA: By June 2024, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results. To meet this goal: -Literacy Teacher working with students that are one to two grade levels below. -Implementation of iReady lessons tailored to the needs of each student. -Tutoring for 3-5th graders from an outside agency. -Continuing with workshop Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

On the iReady end of year:

67% (270/432) of Grades K-5th students were early on grade level to above grade level.

79% of (62/79) Grade K students were early on grade level to above grade level.

61% of (37/60) Grade 1 students were early on grade level to above grade level.

70% of (35/50) Grade 2 students were early on grade level to above grade level.

69% of (55/80) Grade 3 students were early on grade level to above grade level.

59% of (41/81) Grade 4 students were early on grade level to above grade level.

64% of (53/82) Grade 5 students were early on grade level to above grade level.

Overall, 27% of our students scored one grade level below, 4% scored two grade levels below and 1% scored three or more grade levels below. Students scored the highest in number and operations (73%), algebra and algebraic thinking (69%). Areas that students need additional support in are Measurement and Data (68%) and and Geometry (64%).

45% of our African American students scored at Early on Grade Level or Mid/Above Grade Level on the Math assessment.

47% scored one grade level below, 5% scored two grade levels below and 3% scored three or more grade levels below.

60% of our English Learners students scored at Early on Grade Level or Mid/Above Grade Level on the Math assessment.

37% scored one grade level below,4% scored two grade levels below and 0% scored three or more grade levels below.

SBAC: Students in grades 3-5 took the Math SBAC assessment.

Grade 3 Met/Exceeded 68%, 21% nearly met, 11% not met.

Grade 4 Met/Exceeded 58%, 28% nearly met, 14% not met.

Grade 5 Met/Exceeded 54%, 21% nearly met, 25% not met.

Overall Met/Exceeded 60%, 24% scored nearly, 17% scored not met. Overall 41% of our African American students scored met/ exceeded, 36% scored nearly met, and 23% scored not met. Overall 36% of our English Learners scored met and exceeded, 43% scored nearly met, and 21% scored not met.

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math.

Increase met/exceeded in Math (60% to at least 79%) as measured by the end of year SBAC for Grades 3-5. Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom. Students will also be provided with after school tutoring focused on developing identified skills in math. Math TOSA will provide Tier 1 support with grades 3-5 teachers.

By June 2024, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic.

To meet this goal:

Implementation of iReady lessons tailored to the needs of each student.
After school tutoring
Continuing with workshop

Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI, (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

On the iReady assessment:

63% of our English Learners students scored at Early on Grade Level or Mid/Above Grade Level on the ELA assessment. 30% scored one grade level below, 7% scored two grade levels below and 0% scored three or more grade levels below.

60% of our English Learners students scored at Early on Grade Level or Mid/Above Grade Level on the Math assessment.

37% scored one grade level below, 4% scored two grade levels below and 0% scored three or more grade levels below.

On the SBAC:

ELA Overall 50% of our English Learners scored met and exceeded, 14% scored nearly met, and 36% scored not met.

Mathematics Overall 36% of our English Learners scored met and exceeded, 43% scored nearly met, and 21% scored not met.

English Language Proficiency Assessments for California Data The ELPAC was administered to 20 Los Cerritos students during the 2021-2022 school year (TK=3, Kinder=7, First=3, Second=2, Third=5, Fourth=8, Fifth=1).

As a school, the breakdown for each category are as follows:Overall: Well Developed 17%, Moderately Developed 38%, Somewhat Developed 10%, and Beginning Stage 0%.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

We expect an increase of 10% in the somewhat and well developed stage specifically in the reading and writing ELPAC testing. Progress monitor ELL student levels, provide differentiated instruction, sentence starters and strategies for our ELL to cement the academic vocabulary within their everyday conversations.

Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom.

Students will also be provided with after school tutoring focused on developing identified skills in math and ELA. Teachers will utilize Ellevation platform to support our ELL based on their level.

By June 2024, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results.

To meet this goal: -Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieve.

Teachers will utilize the Ellevation platform to implement provided lessons during workshop.

Literacy Teacher working with all teachers in the implementation of Tier 1 support as well as vocabulary practice.

Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: Reclassification Rate EL Student Achievement Data (Math/ELA) Patterns/Trends from Walkthrough Notes/Agendas QCI, (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Culture and Climate data indicates that students perceive their own social-emotional skills (Growth Mindset, Self-Management & Social Awareness) as favorable (level 4 60th-79th percentile or mostly level 5 80th-90th percentile), feel respected by staff and are proud to be Los Cerritos Roadrunners. In addition, based on the survey data (Sense of Belonging Student 89%, Staff 84%, and Family 91%) and parent involvement (VIPS, PTA events, etc.), parents feel welcome to participate at our school.

The area of need based on the data indicates the need for students to work on self-Efficacy (61%, an increase of 5% from the 2021-2022 data). We allow for opportunities to bring their voice to the table (SSC, ELAC, PTA, Principal Coffee Chats). Student attendance is key in terms of supporting student learning in the classroom and establishing school routines. Additional efforts must be made to support students coming to school daily and on time. Additional support is also needed to improve student behavior when interacting with others. SEL (Culturally Responsive Teaching and Self-Efficacy) is a key focus for our school to continue to build community.

The following programs will be utilized to support focus areas: Panorama Website, The Fair Act, Rising Voices, SEL Harmony, Pathways Grief Counseling, Mini Groups (Friendship Skills, Self Regulation, Growth Mindset and Self Efficacy). Effectiveness will be determined by CORE survey data, student feedback groups and School Surveys. It will also be determined by the overall climate and community of the school.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Social Emotional Learning goal(s):

Student attendance, Social Emotional Learning, and Self-Management will be very important to support student learning.

Focus on Social Emotional Learning- Self-Management and Self-Efficacy will increase of 5%.

Improve attendance and decrease tardies (maintain 97% attendance rate) through incentives.

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effective	eness			
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math .Increase student achievement in FRSA (21-22 - 82% overall) to 87% in K-Grade 2Increase met/exceeded in ELA (74% to at least 79%) and Math (from 65% to 70%) as measured by the end of year SBAC for Grades 3-5. Progress monitor based on district assessments, review and teach needed skills. Utilize small group instruction to support areas of needed review	Goal Partially or Not Met	The SBAC assessments were administered to students in grades 3-5 during the 2022-2023 school year. Our data indicates our students did not meet the goals for ELA. In addition, the Foundational Reading Skills Assessment (FRSA) and iReady assessments were completed for grade Kindergarten to 5th grade. A portion of students did not achieve one year of academic growth, or more than one year. Differences correlated with ethnicity and race were noted.	We will utilize our Literacy TOSA to work daily with our primary teachers in grades Kindergarten to second grade to provide targeted intervention for EL students and students identified as below grade level readers. EL students and at-risk students will receive additional time to address their unique language acquisition needs. Teachers will provide additional support for students that are identified as below level readers during small group instruction. Teachers will help students to build academic vocabulary, listening, speaking, reading and writing. Students will also be provided with after school tutoring focused on developing oral language skills to improve their writing.

for students based on their level. We will utilize our Literacv Teachers to work daily with identified students to provide targeted intervention for EL students and students identified as below grade level readers. EL students and at-risk students will receive additional time to address their unique language acquisition needs. Teachers will provide additional support for students that are identified as below level readers during small group instruction. Teachers will help students to build academic vocabulary, listening, speaking, reading and writing. Students will also be provided with after school tutoring focused on developing oral language skills to improve their writing. ELA: By June 2023, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results. To meet this goal: -Literacy Teachers working with students that are one-two grade levels below. -Implementation of iReady

	lessons tailored to the needs of each studentTutoring for 2-4th graders from an outside agency Continuing with workshop Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Conferences Edulastic Assessments			
Math	1) Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math. Increase met/exceeded in ELA (74% to at least 79%) and Math (from 65% to 70%) as measured by the end of year SBAC for Grades 3-5. Teachers will utilize small group instruction in the classroom to support students in areas of need.	Goal Partially or Not Met	The SBAC assessments were administered to students in grades 3-5 during the 2022-2023 school year. Our data indicates our students did not meet the goals for Math. In addition, the district math assessments and iReady assessments were completed for grade Kindergarten to 5th grade. A portion of students did not achieve one year of academic growth, or more than one year. Differences correlated with ethnicity	We will utilize our Math TOSA to work daily with our teachers in grades 3-5 on tier 1 support, small group instruction to provide targeted intervention for students identified as below grade level. Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom. Students will also be provided with after school tutoring focused on developing identified skills in math.

Formative and interim	and race were noted.	I	
assessments will be used to			
determine small groups in the			
classroom. Students will also be			
provided with after school tutoring			
focused on developing identified			
skills in math. Teachers are			
currently participating in CGI			
(Cognitive Guided Instruction) to			
support higher level math			
thinking. By June 2023, Los			
Cerritos students will achieve one			
year of academic growth and			
development and students			
achieving below grade level will			
demonstrate greater than one			
year of growth as indicated on			
math unit assessments and			
iReady Diagnostic. To meet this			
goal: -Implementation of iReady			
lessons tailored to the needs of			
each studentAfterschool			
tutoring -Continuing with			
workshop Progress Monitoring:			
Teachers/Admin will monitor data			
quarterly to reflect on teaching			
practices and to make			
adjustments to grade level goals,			
school goals, PD plan and			
Theory of action if necessary.			
Planned Data to Collect: African			
American Student Achievement			
Data EL Student Achievement			
Data Patterns/Trends from			
		4	

	Walkthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Doal Conferences Edulastic Assessments			
English Learner		Not Met	SBAC assessments were administered to students in grades 3-5 during the 2022-2023 school year. Based on this data, Los Cerritos EL students did not meet goals in math and English (SBAC). In addition, the Foundational Reading Skills Assessment (FRSA) and the iReady were administered and our data indicates our students did not meet the goals for Math and English. In addition, the district math assessments and iReady assessments were completed for grade Kindergarten to 5th grade. A portion of students did not achieve one year of academic growth, or more than one year.	Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom. Students will also be provided with after school tutoring focused on developing identified skills in math and ELA. Teachers will utilize Ellevation to provide designated and integrated ELD instruction for students based on their needs.

demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results. To meet this goal: -Teachers with RFEP students will continue to progress monitor those students to ensure that they are continuing to achieveTeachers will be introduced to the Ellevation platform and begin to implement provided lessons during workshopLiteracy Teachers working with groups Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and		
goals, school goals, PD plan and Theory of action if necessary.		
Planned Data to Collect:		
Reclassification Rate EL Student Achievement Data (Math/ELA)		
Patterns/Trends from		
Walkthrough Notes/Agendas QCI - (Pre) Whole School		
Walkthrough & Coal		
Conferences Edulastic		
Assessments		

Culture/Climate	1) Social Emotional Learning goal(s):- Student attendance, Social Emotional Learning, and Self-Management will be very important to support student learning Focus on Social Emotional Learning- Self-Management and Self-Efficacy will increase of 5%- Improve attendance and decrease tardies (maintain 98% attendance rate) through incentives		Pulse Surveys from the 2022-2023 school year, the percentage of students that rated themselves favorably in Self-Management increased by 7% (74% overall). Analysis of CORE survey data indicates that this goal was met.	Our counselor and SEL facilitator will develop schoolwide SEL programs, provide staff training, parent training and student activities that support social emotional growth in students. Our school counselor will work with students in small groups supporting students in the area of social emotional learning (self-awareness and self-management, social awareness and relationship skills, responsible decision making and problem solving).
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Program Impact

Program	ELA	Math	EL	Climate
	Impact	Impact	Impact	Impact
Purchasing items to create and provide resources (make and take activities) where students and families receive materials to participate in math, reading and writing based resources to support students at home. (PI 3)	Somewhat	Somewhat	Somewhat	Limited or
	Impactful	Impactful	Impactful	no impact
Communication platform, (SMORE) for all stakeholders to assist all students and families regardless of language with school information, resources and upcoming events. (PI 2)	(Does not	(Does not	(Does not	Strong
	apply to this	apply to this	apply to this	Positive
	goal)	goal)	goal)	Impact
Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning. (PD 1)	Strong	Strong	Strong	Strong
	Positive	Positive	Positive	Positive
	Impact	Impact	Impact	Impact
Supplemental materials are needed to support student instruction and learning. Supplies, new technology and equpment to include but not limited to: new headphones, Chromebooks, adapters, furniture, document cameras, projectors, etc. (SM 2)	Somewhat Impactful	Somewhat Impactful		(Does not apply to this goal)

Supplemental materials and supplies are needed to assist all students and interventions to promote ongoing communication with families, teachers and students. (PI 1)	Somewhat	Somewhat	Somewhat	Somewhat
	Impactful	Impactful	Impactful	Impactful
Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school. (IN 3)	(Does not	(Does not	(Does not	Strong
	apply to this	apply to this	apply to this	Positive
	goal)	goal)	goal)	Impact
Additional counselor time (0.2 FTE) will work with students in small group weekly supporting students in the areas of social emotional learning (Self-awareness, self-management, social awareness and relationship skills, self-motivation, responsible decision making and problem solving). The counselor will participates in the Student Success Team to advocate for appropriate services and interventions to maximize student's academic performance, work with students and families to improve attendance. The counselor will organize student incentives, recognition who meet attendance goals for individual students and whole class. The counselor will monitor attendance of chronically absent/tardy students and communicates with those families about the impact on grades. The counselor will oversee Parent meeting trainings around SEL, attendance and behavior. (IN 2)	Somewhat	Somewhat	Somewhat	Somewhat
	Impactful	Impactful	Impactful	Impactful
Los Cerritos is partnering with community based organizations to create a learning garden for students in Transitional kindergarten through grade 5. The learning garden will include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening. As a result, our students, teachers, and gardening team are in need of resources to expand our students' opportunities in the garden including, but not limited to flexible seating, tables, knee boards, gardening tools, and other materials. (SM 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend CGI (Cognitive Guided Instruction) trainings. ~To participate in unit studies, data analysis, lesson study, and structured grade level planning. (PD 2)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful

				Somewhat
Provide support for students who may cause persistent disruption and emotional reactions to normal	Impactful	Impactful	Impactful	Impactful
situations. Support data collection on students, review of classroom management strategies with teachers,				
recommend instructional strategies to support students of high need, recommend scaffolds and structures				
in the classroom and playground and provide student/teacher support through classroom observations.				
Psychologist will provide support and recommendations in SST's for implementation in the classroom and				
playground that may support student growth and create additional steps and scaffolds.				
(IN 1)				

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts					
Curriculum/Instruction	Assessments	Resources/Materials			
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts, including the California English Language Development Standards for English learner students, with an intense focus on: • Building disciplinary and conceptual knowledge through content rich nonfiction and informational text. • Reading and Writing grounded in evidence from text. • Regular practice with complex text and its academic	formative and interim assessments within the grade	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading. Content Area textbooks (e.g. Health, Science, Social Studies)			
vocabulary with intensity. Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and	Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language. Students demonstrate their comprehension of text	Supplemental Reading materials matched to students' instructional Reading level (Newsela) Thinking Maps Core5			

W	riti	ng.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

through a "cold read" assessment, that includes citation of evidence in a written response.
K - 2: Foundational Reading Skills Assessment (FRSA)

3 – 5: Smarter Balanced Assessment Consortium summative Assessments

ELLevation

iReady

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing					
Curriculum/Instruction	Assessments	Resources/Materials			
All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:	Formative and Interim Writing assessments within the grade level Unit of Instruction, including:	Write from the Beginning supplemental Writing program materials			
Arguments to support claims in an analysis of substantive topics/texts Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately	Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays	Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.			
Narratives to develop real or imagined experiences or events	"On Demand" Reading/Writing assessments	Content Area textbooks (e.g. Health, Science, Social Studies)			
All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and	Culminating Writing Task	Newsela			
Sequence and Units of Instruction to include any of the following:	Research Task & Presentation	Thinking Maps			
 Reading to build knowledge for written pieces Working through the writing process for all 3 text types including planning, revising, editing and publishing Orally rehearsing using linguistic patterns Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences Conferring with the teacher and other students 	SBAC Summative assessment (Grades 3-8)				

Core Programs (ELA, Writing, Math)

Core Program - Math					
Curriculum/Instruction	Assessments	Resources/Materials			
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to: • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice. As part of the K-5 Units of Instruction, all K-5 students will engage in: • Daily Math Routines • Math Tasks • Mathematical Discourse		HMH - GoMath Textbook Series Early Mathematics, A Resource for Teaching Young Children LBUSD Supplemental Instructional Resources ST Math			

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically- based Intervention	List the sub- groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Supplemental items will support the needs of teachers and students to increase student achievement. SBAC ELA 30, SBAC Math 30, Core Curriculum 20, Basic Services 20	Supplemental materials are needed to support student instruction and learning. Supplies, new technology and equpment to include but not limited to: new headphones, laptops, adapters, outdoor supplemental materials, document cameras, projectors, etc.	All Students, All Staff	LCFF \$14,000 Materials - LCFF 100%	08/30/2023 - 06/15/2024 Daily	Teachers Counselor Principal	Administrator Teachers SBAC ELA 30, SBAC Math 30, Core Curriculum 20, Basic Services 20

CORE Survey Data and Pulse Survey Data Culture-Climate Survey (Student-Staff) 40, Culture- Climate Survey (Parent) 40, SEL Survey 20	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school.	All Students		08/29/2023 - 06/14/2024 Daily	Principal and Office Supervisor	CORE Survey Results PULSE Survey Results Culture- Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40, SEL Survey 20
Increase support for students who are in need of social, emotional, behavioral, academic support. As well provide identified students necessary support in social, emotional, behavioral, academic areas with systems and structures that ensure overall success. Elementary Reading - FRSA 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Core Curriculum 40	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. psychologist will primarily provide direct support to atrisk students within tier 2 of the model for check in/check out for attendance, social groups and grief counseling and tier 3 for, but not limited to, SST, 504 and special education assessment and planning. He/she will also provide support and professional	Students, Hispanic, Other Targeted Students, Targeted	LCFF \$3,341 Title 1 \$30,068 Psychologist .2 FTE - LCFF 10%; Title 1 90%	08/29/2023 - 06/14/2024 Weekly		The counselor and principal will montior. Student/parent survey, referrals to SBMH, and other support agencies, attendance rates, scheduled meetings with principal and SSC/ELAC. Elementary Reading -FRSA 20, Culture-Climate Survey (Student-Staff) 20, Culture-Climate Survey (Parent) 20, Core Curriculum 40

development for all staff regarding tier 1 interventions. Additionally, the psychologist will facilitate group counseling on topics such as motivation and conflict resolution and provide direct services to students in need of behavioral interventions to			
improve civility, self awareness and self efficacy. He/she will consult with the parents, teachers,			
other school personnel, and community agencies to enhance support			
for interventions and next steps for students.			

will provide small group instruction and on-on-one reinforcement learning opportunities. Aides will also support EL students to be successful in ELA and math. SBAC ELA 20, SBAC Math 20, Elementary SBAC Math 20, Elementary Reading - FRSA 30, Elementary Reading - Benchmarks 20, Elementary Math - Math Facts 10 Signature of the control o	Students in need of acceleration in their learning and maximize instructional experience by increasing adult and student ration. The aides	3 college aides to support Tk-Grade 5 in the area of academic readiness and foundational skills and mathematics	Foster, Homeless, Low SES, Identified At-Risk Students, Other Targeted	Title 1 \$36,262 College Student Aide (3) for 640 hours annually - Title 1 100%	08/29/2023 - 06/14/2024 Daily	Principal, Counselor, Classroom teacher, and IIC	Pre Data Collected during the beginning of the year. Post data collection at end of Trimester/Semester depending on ELA
reinforcement learning opportunities. Aides will also support EL students to be successful in ELA and math. SBAC ELA 20, SBAC math 20, Elementary Reading - FRSA 30, Elementary Reading - FRSA 30, Elementary Reading - Benchmarks 20, Elementary Math - Math Facts 10 Cassroom teacher's instruction, decrease i			Olduciilo				
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FRSA 30, Elementary Reading - Benchmarks 20, Elementary Math - Math Facts 10 Elementary Math - Math Facts 10 Elementary Math - Math Facts 10 Elementary Math - Math Work with our Literacy Specialist with identify those students with the most need in English Language Development, intense small group English Language Development will be the primary focus of instruction for ELLs and academic support for others in							
Elementary Math - Math Facts 10 work with our Literacy Specialist with identify those students with the most need in English Language Development, intense small group English Language Development will be the primary focus of instruction for ELLs and academic support for others in		interventions. The					
Facts 10 Specialist with identify those students with the most need in English Language Development, intense small group English Language Development will be the primary focus of instruction for ELLs and academic support for others in							Math Facts 10
identify those students with the most need in English Language Development, intense small group English Language Development will be the primary focus of instruction for ELLs and academic support for others in		,					
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most need in English Language Development, intense small group English Language Development will be the primary focus of instruction for ELLs and academic support for others in							
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I III GII GI GA VI II GGU.		their area of need.					

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Indentified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Providing students an opportunity to make connections to content and their community. Basic Services 100	Additional support for field trips to provide students with experiences and develop connections between content and their community.	Title 1 \$15,000 Services - Title 1 100%	08/30/2023 - 06/15/2024 Annually	Teachers Principal	Principal Teachers
Los Cerritos emphasis on creating a learning environment that engages students in interactive learning experiences that support science. Culture-Climate Survey (Student-Staff) 40, Culture-Climate Survey (Parent) 40, SEL Survey 20	Los Cerritos is partnering with community based organizations to create a learning garden for students in Transitional kindergarten through grade 5. The learning garden will include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening. As a result, our students, teachers, and gardening team are in need of resources to expand our students' opportunities in the garden including, but not limited to flexible seating, tables, knee boards, gardening tools, and other materials.	Title 1 \$20,000 Services - Title 1 100%	08/30/2023 - 06/15/2024 Monthly	Garden Team Principal	Principal Facilities

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Indentified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
Teachers need professional development with differentiation in order to support the needs of all students within ELA with a SEL lens, which increases the efficacy in increasing student SEL and achievement. SBAC ELA 20, SBAC Math 20, Culture-Climate Survey (Student-Staff) 30, Core Curriculum 30	collaborative opportunities to participate in a full day of data analysis, lesson planning, and designing intervention strategies that will move instruction forward. Working		08/30/2023 - 06/15/2024 Semester	Principal IIC Classroom teachers	Principal supervision of instruction, student work and formative assessment SBAC ELA SBAC MATH iReady SEL Survey

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

F	Parent and Community	Involvement				
	Indentified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	130161
Title I Parent and Family Involvement (3008)	1679

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	31080

^{*} It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), **State and Federal Programs** (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Liseeth Ramos	
Staff	Classroom Teacher	Kimberlee Boggs	06-14-2024
Staff	Classroom Teacher	Katherine Willford	06-14-2024
Staff	Classroom Teacher	Amy Bond	06-14-2024
Staff	Non Classroom Teacher	Debra Barnaby	06-14-2024
Community	Parent	Linda	06-14-2024
Community	Parent	Rebecca	06-14-2024
Community	Parent	Sohemia	06-14-2024
Community	Parent	Jeany	06-14-2024
Community	Parent	Keturah	06-14-2024

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Hayat
DELAC Representative	Parent of EL Student (required)	Magda
Principal or Designee	Staff Member (required)	Liseeth Ramos
Secretary	Staff Member (required)	Ruth Gomez

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Υ
2. At which ELAC meeting did ELAC approve its Recommendations?	11/13/2023
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	#1. Small group instruction during class for students based on academic areas as well as SEL. (To help students acquire grade level mastery of content and express their feelings to problem solve in a positive way. #2. Include parent workshops around academics and SEL needs for their children (To support students based on ELA and Math in the home. In addition, having parent workshops to address their child's SEL needs.)
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students RFEP Student Grades Reclassification Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/14/2023

6. What was SSC's response to ELAC recommendations?	The School Site Council indicated their response to ELAC acknowledging their recommendation and will work on establishing parent workshops to
	support parents with their children in academics and social emotional needs with the support of our Social Emotional Facilitator.

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

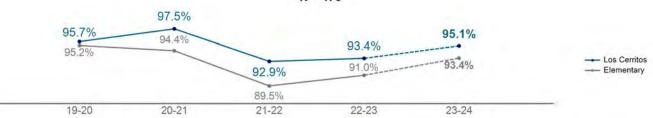
- 1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/14/2023
- 2. The SSC approved the **Home-School Compact** on 10/17/2023
- 3. The SSC approved the **Parent Involvement Guidelines** on 10/17/2023
- 4. Our School held two Title I Annual Parent Meetings (input dates if a Title I school): 09/21/2023, 09/22/2023
- 5. SSC Participated in the Annual Evaluation of SPSA:11/14/2023
- 6. The SPSA was approved at the following SSC Meeting: 11/14/2023

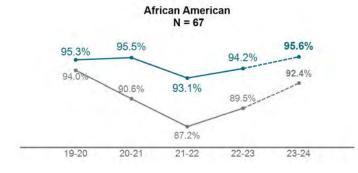
LBUSD Board of Education Approval Date:

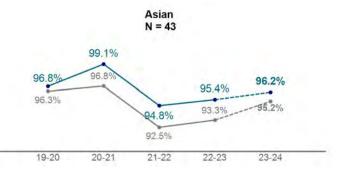
Signatures:		
Principal:	Printed Name:	Date:
SSC Chair:	Printed Name:	Date:
ELAC Chair:	Printed Name:	Date:

Attendance Rate

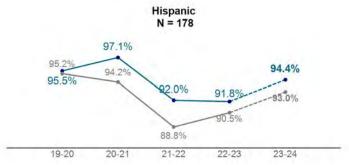
Los Cerritos **All Students** N = 478





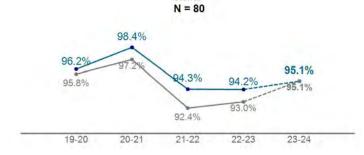






Pacific Islander

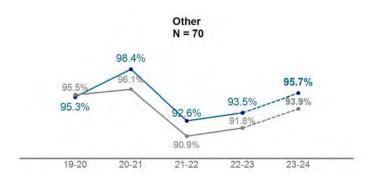
Subgroup with fewer than 20 students.

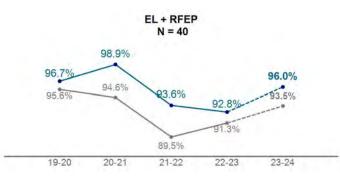


White

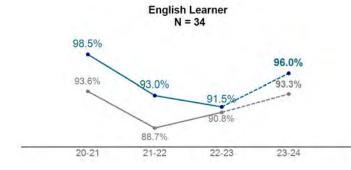
Native American

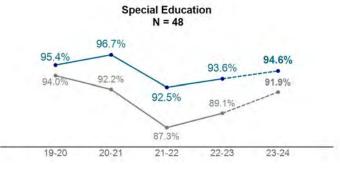
Subgroup with fewer than 20 students.



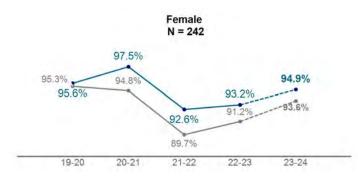


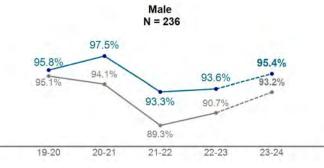






Homeless or Foster Youth N = 36 95.7% 94.5% 93.8% 93.8% 91.1% 91.8% 89.5% 89.0% 87.4%





Submit Feedback

Chronic Absence by Attendance Bands School Data by Subgroup Los Cerritos 2022-2023

Λh	-	this	FOR	_
AU	out	uns	160	OIL

Legend	Attendance Rates
Severely Chronic	<80%
A CONTRACTOR OF THE PARTY OF TH	A CONTRACTOR OF THE SECOND

 Moderately Chronic
 >=80% & <=90%</td>

 At Risk Chronic
 >90% & <93%</td>

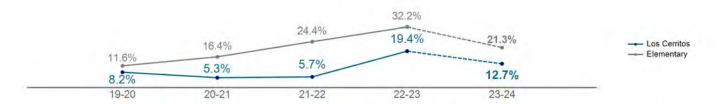
Satisfactory >=93% & <96%
Strong Attendance >=96%

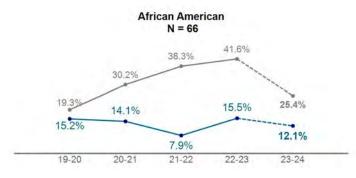
Category		# Students		P	ercent by (Category		Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate	ES Chronic Rate
All Students	475	475	5	15	20	24	37	19.4%	5.7%	38.9%	32.2%
	Gr. TK	25	8 36		24	20	12	44.0%	8.3%	68.0%	52.5%
	Gr. K	84	7	15	21	23	33	22.6%	11.1%	44.0%	43.8%
	Gr. 01	61	5	7	26	25	38	11.5%	5.2%	37.7%	35.2%
Grade	Gr. 02	57	5	23	18	25	30	28.1%	6.9%	45.6%	29.4%
	Gr. 03	83		7 7	18	27	41	14.5%	3.6%	32.5%	27.7%
	Gr. 04	81		19	16	26	40	18.5%	7.4%	34.6%	27.1%
	Gr. 05	84		4 11	18	23	45	14.3%	0.0%	32.1%	25.6%
	African American	71		4	11 13	25	46	15.5%	7.9%	28.2%	41.6%
	Asian	44			5 7 9	25	55	11.4%	2.1%	20.5%	21.4%
	Cambodian	53		2 9	17	26	45	11.3%	4.0%	28.3%	24.5%
PAL at att.	Filipino	36		8	17	28	47	8.3%	5.6%	25.0%	18.9%
Ethnicity	Hispanic	183	6 2	1	24	23	26	26.8%	7.6%	50.8%	34.8%
	Pacific Islander	4	25 50		25			75.0%	0.0%	100.0%	43.8%
	White	69		1 10	22	30	36	11.6%	0.0%	33.3%	18.3%
	Other	68	7	12	21	19	41	19.1%	6.8%	39.7%	27.5%
Candan	Female	240	4	16	21	23	35	20.4%	6.0%	41.7%	31.0%
Gender	Male	235		6 13	18	26	38	18.3%	5.4%	36.2%	33.3%

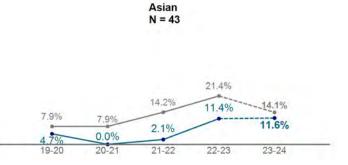
Submit Feedb	oack_							About this report	Lege	nd	Attendance	Rates:
Chronic	Absence by Att	endar	nce Rands						Severely C	Chronic	<80%	
	ata by Subgrou		ice Danus						Moderately	Chronic	>=80% & <=9	90%
	itos 2022-2023								At Risk C	hronic	>90% & <939	%
LOS Cerr	1105 2022-2023								Satisfac	tory	>=93% & <96	3%
									Strong Atte	ndance	>=96%	
	Low SES	230		8 17	21	23	31		25.2%	8.4%	46.1%	36.0%
	ELL	34		9 2	4 12	18	38		32.4%	0.0%	44.1%	33.8%
	RFEP	10			20	20	60	21	0.0%	5.6%	20.0%	15.7%
	EL + RFEP	44		7 1	8 14	18	43		25.0%	2.5%	38.6%	31.0%
Special	Special Ed.	46		22	20	26	33		21.7%	8.7%	41.3%	41.4%
Populations	Spec Ed. Speech/RSP	45		22	18	27	33		22.2%	7.5%	40.0%	31.8%
	Homeless/Foster	40	13	3 25	18	23	23		37.5%	12.8%	55.0%	43.2%
	Foster	7	14 57		29				71.4%	0.0%	100.0%	41.7%
	Homeless	33		12 18	15	27	27		30.3%	14.6%	45.5%	43.4%
	GATE/Excel	57			9 11	39		42	8.8%	0.0%	19.3%	13.4%

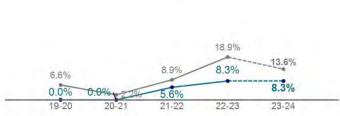
Percent of Students in the Moderately or Severely Chronic Categories





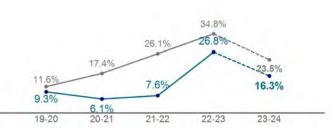






Filipino

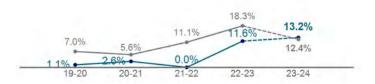
N = 36



Hispanic

N = 172

Pacific Islander
Subgroup with fewer than 20 students.



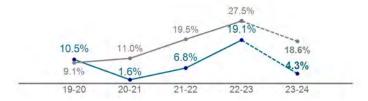
White N = 76

Percent of Students in the Moderately or Severely Chronic Categories

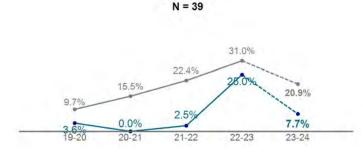
Native American

Subgroup with fewer than 20 students.

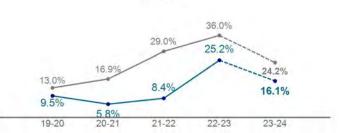
Other N = 70



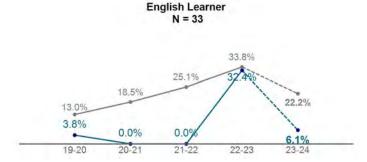
Percent of Students in the Moderately or Severely Chronic Categories

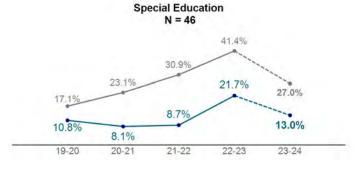


EL + RFEP



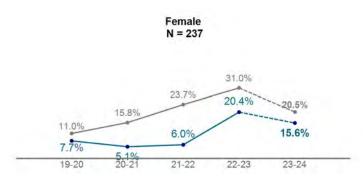
Low SES N = 193

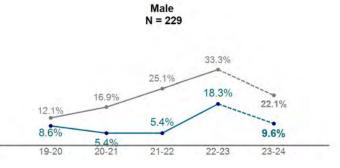




Homeless or Foster Youth Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.





Los Cerritos

Category		Tested	Percent by Achievement Level							3 yr	% Cohort
			Not+Nearly Met	Not Me	t Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
		241	27%		14 14	27	-45	73%	. ↓1	-	†4
All Students	241	All Elementary	52%	31	21	23	25	48%	†1	100	†6
		District	52%	29	23	26	22	48%	1-		11
		80	30%	1	0 20	19	51	70%	1-	1	- 3
	Gr. 03	All Elementary	53%	30	23	21	26	47%	† 4	-	
		District	52%	30	22	21	27	48%	† 4	1100	-
		81	30%		20 10	31	40	70%	14		†3
Grade	Gr. 04	All Elementary	55%	35	20	19	26	45%	1-	2000	†3
		District	54%	35	19	19	27	46%	†1		†2
	Gr. 05	80	23%		11 11	33	45	78%	↓1		†7
		All Elementary	48%	27	21	28	24	52%	↓1	-	↑8
		District	48%	27	21	28	24	52%		-	↑8
		88	34%	1	7 17	27	39	66%	↓2		†9
	Hispanic	All Elementary	59%	36	23	23	19	41%	11	91900	† 6
		District	58%	33	25	26	16	42%	1 -		11
		44	45%	25	20	34	20	55%	↓6	The same	†6
	African American	All Elementary	67%	44	23	18 1	5	33%	†2	-	†6
Ethnicity		District	67%	42	25	21	12	33%	1 -		11
Ethnicity		36	14	%	8 6	28	58	86%	↓2		† 5
	White	All Elementary	25%		9 15	24	-51	75%	1-		† 4
		District	26%	- 1	11 15	30	44	74%	<u>†1</u>		11
		34	159	%	9 6	26	59	85%	11		- 5
	Other	All Elementary	30%	-	17 13	26	45	70%	†2	100	† 5
		District	33%	1	6 17	29	38	67%	11		11

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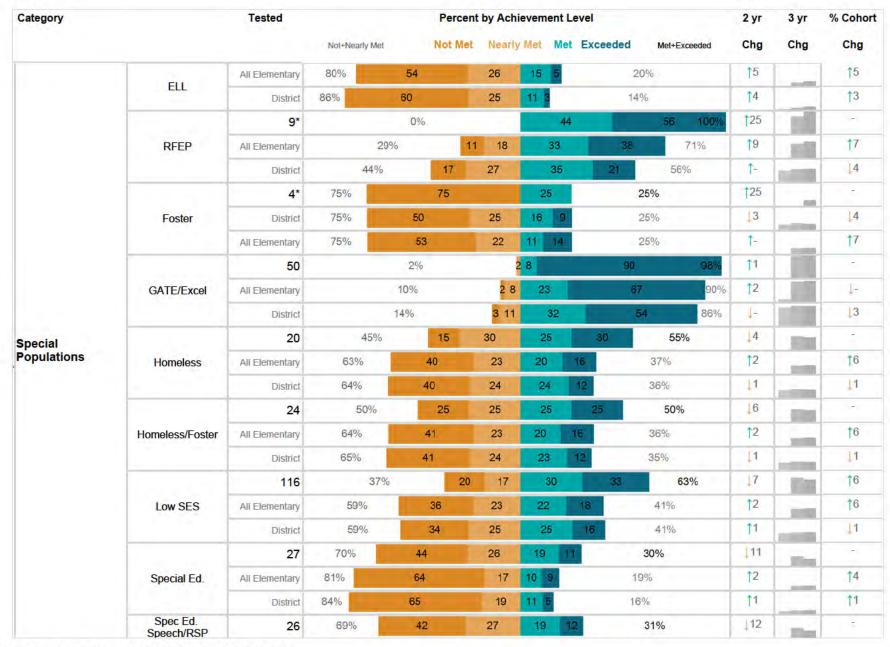
Los Cerritos

Category		Tested	Percent by Achievement Level							3 yr	% Coho
			Not+Nearly Met Not		t Met Nearly Met Met Exceed		t Exceeded	Met+Exceeded	Chg	Chg	Chg
		25		12%	8 4	20	68	88%	† 9	100	-
	Cambodian	All Elementary	40%	20) 19	27	33	60%	†1		† 7
		District	39%	1	9 20	32	29	61%	†1		†2
		21	2	4%	5 19	14	62	76%	↑3		-
	Asian	All Elementary	38%	1	9 19	23	39	62%	†1		†6
Ethnicity	-	District	34%	6	17 18	30	36	66%	† -		†1
		16*		6%	6	25	6	94%	†13		7-7-
	Filipino	All Elementary	2	4%	12 11	27	49	76%	12		†7
		District	28	1%	11 17	31	41	72%	†2		†2
	Pacific Islander	2*		0%			50	50 100%	-		
		All Elementary	69%	33	36	19	12	31%	14	-	†3
		District	63%	31	32	28	9	38%	↓2		13
	İ	129	29	%	16 13	26	46	71%	↓6		† 5
	Female	All Elementary	49%	27	21	24	28	51%	11		† 5
		District	47%	25	22	28	24	53%	↓ -		Į-
Gender		112	26	6%	12 14	29	45	74%	↑3		†4
J ender	Male	All Elementary	55%	34	21	21	23	45%	†1		†6
		District	56%	33	23	25	19	44%	11		11
	Manhinan	District	40%	13	27	38	22	60%	† 6	-	16
	Nonbinary	All Elementary*	50%	13	38	38	13	50%	†25	-8	3
		23	30	%	22 9	35	35	70%	†3		
Special	EL + RFEP	All Elementary	67%	43	24	20	14	33%	↓ -		†6
Populations	LL DA	District	64%	38	26	24	12	36%	↓1		11
	ELL	14*	50%	36	14	29	21	50%	-		3

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Los Cerritos



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Los Cerritos

Category		Tested		Percent	by Ach	ievem	ent L	evel	2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearl	y Met	Met	Exceeded Met+Exceeded	Chg	Chg	Chg
Special	Spec Ed.	All Elementary	77%	57	19	13	11	23%	† 2		†5
Populations	Speech/RSP	District	79%	56	23	14	7	21%	†2		↑2

SBAC Math 2023 :: School Data by Subgroup **Los Cerritos**

Category		Tested		Perce	nt by Ach	ievement L	.evel		2 yr	3 yr	% Cohor
			Not+Nearly Met	Not Me	t Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
		241	40%	17	24	26	34	60%	↓6	100	18
All Students	241	All Elementary	60%	33	27	22	18	40%	†2	-	↓2
		District	66%	40	26	19	16	34%	†1		15
		80	33	% 11	21	31	36	68%	†2		
	Gr. 03	All Elementary	54%	31	23	26	20	46%	† 5		
		District	53%	30	23	26	21	47%	† 4	-	1 3
		81	42%	14	28	25	33	58%	18		18
Grade	Gr. 04	All Elementary	60%	30	30	22	18	40%	†2	-	11
		District	59%	30	30	22	18	41%	†3	_	12
		80	46%	25	21	23	31	54%	↓11	-0.0	18
	Gr. 05	All Elementary	66%	37	29	18 1	6	34%	↓ -		12
		District	65%	37	28	18 1	17	35%	1-		13
		88	48%	23	25	25	27	52%	18		13
	Hispanic	All Elementary	67%	37	29	21	12	33%	†3		11
		District	72%	45	27	17 11		28%	†2		15
		44	59%	23	36	25	16	41%	↓10	and the last	110
	African American	All Elementary	77%	48	28	16 7	- 2	23%	†3		11
		District	82%	57	25	12 6	18	8%	†1		14
Ethnicity		36		17%	14 3	31	5	83%	†2		1-
	White	All Elementary	31	% 1	2 19	29	40	69%	†3		13
		District	389	6 17	21	27	35	62%	†3		16
		34	32	% 9	24	32	35	68%	↓12		15
	Other	All Elementary	39%	18	22	26	35	61%			14
		District	45%	23	22	24	31	55%	1-		15

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SBAC Math 2023 :: School Data by Subgroup **Los Cerritos**

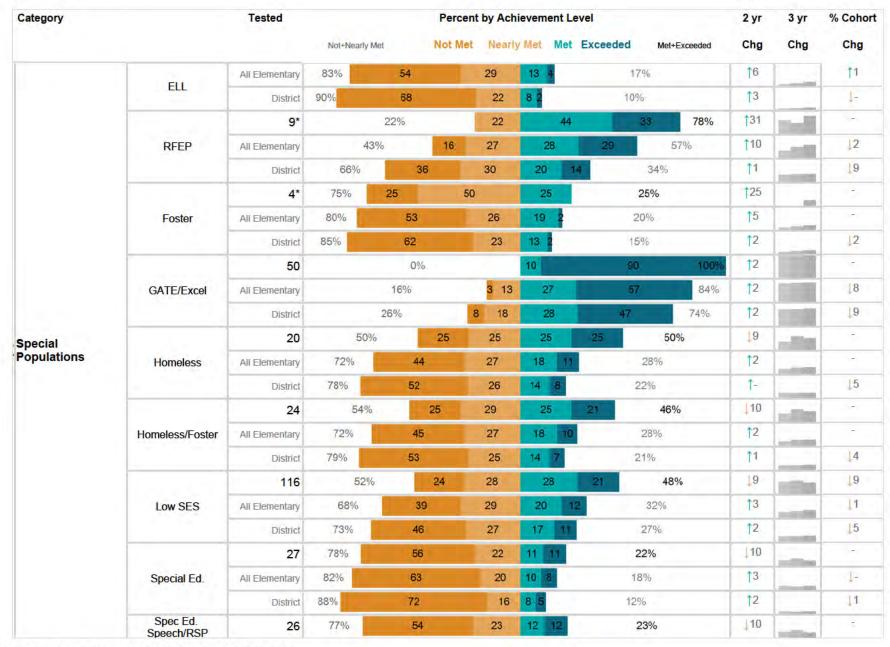
Category		Tested		Percen	t by Ach	ievement L	evel		2 yr	3 yr	% Cohor
			Not+Nearly Met	Not Met	Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
		25	320	% 4	28	20	48	68%	†3		3-1
	Cambodian	All Elementary	50%	21	29	24	26	50%	↓3	-	11
		District	55%	28	27	23	23	45%	12		15
		21	38%	5	33	14	48	62%	↓5		3
	Asian	All Elementary	45%	20	26	23	31	55%	11		12
Filosofia (A.)		District	49%	25	24	22	29	51%	↓1	-	16
Ethnicity		16*		19%	6 13	31	50	81%	†19		-
	Filipino	All Elementary	34%	6 11	23	31	35	66%	1-	-	12
	12.55.50.1	District	44%	19	25	24	33	56%	1-		15
		2*	50%)	50	1	50%	↓50		-
	Pacific Islander	All Elementary	73%	41	32	18 9		27%	↓3		13
		District	76%	46	30	17 8	2	24%	1-		16
		129	45%	19	26	24	31	55%	↓14	Min	112
	Female	All Elementary	63%	34	28	21	16	37%	11		↓2
		District	67%	41	26	18 1	4	33%	11		15
Gender		112	35%	6 14	21	29	37	65%	↑3		13
Gender	Male	All Elementary	58%	32	26	22	20	42%	↑3	-	12
		District	64%	39	25	19	7	36%	12		15
	Nonbinary	All Elementary*	75%	50	25	13 13	2	25%	†13	-	-
	Nonbinary	District	62%	42	20	22	16	38%	† 4	-	13
		23	48%	13	35	30	22	52%	14		-
Special	EL + RFEP	All Elementary	73%	44	29	17 10		27%	† 2		1-
Populations	I PLOY	District	77%	52	26	14 8	2	3%	†1		15
	ELL	14*	64%	21 4	13	21	14	36%	↓39		3

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Los Cerritos



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Los Cerritos

Category		Tested		Percei	nt by Ac	hievem	ent L	evel	2 yr	3 yr	% Cohort
			Not+Nearly Me	t Not Me	Near	ly Met	Met	Exceeded Met+Exceeded	Chg	Chg	Chg
Special	Spec Ed.	All Elementary	78%	55	23	12	10	22%	↑3		11
Populations	Speech/RSP	District	84%	64	20	10	6	16%	†2		12

SBAC Science 2023 :: School Data by Subgroup **Los Cerritos**

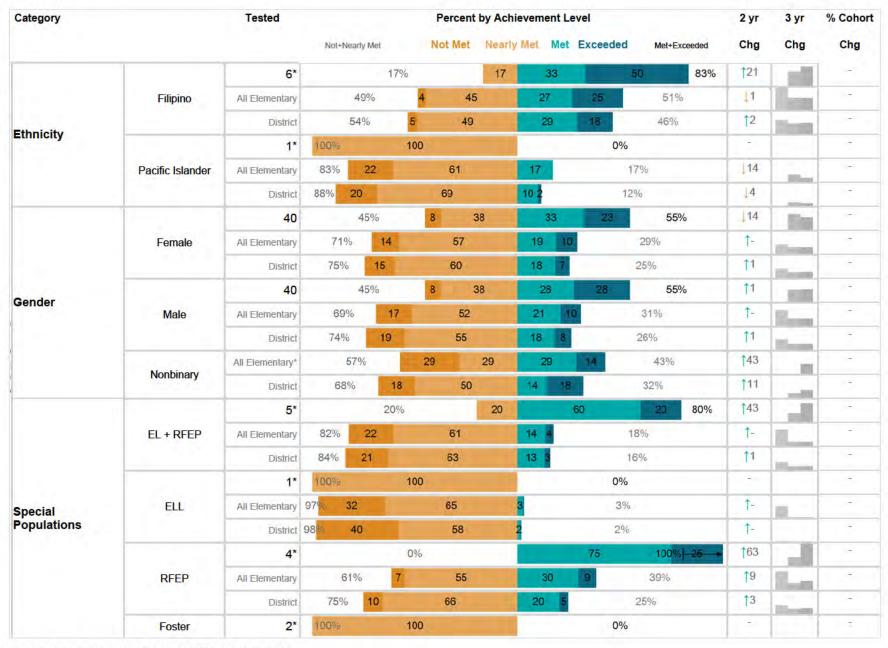
Category		Tested			Percent by Act	nievement L	evel		2 yr	3 yr	% Coho
			Not+Nearly	Met	Not Met Near	y Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
		80	4	5%	8 38	30	25	55%	↓4	-	1-1
All Students	80	All Elementary	70%	16	54	20 10)	30%	1-		11.7
		District	74%	17	57	18 8	-	26%	11	-	-
	T T	80	4	5%	8 38	30	25	55%	↓4		
Grade	Gr. 05	All Elementary	70%	16	54	20 10		30%	1-	-	-
		District	70%	16	54	20 10		30%	11	-	0.7
		25	60%	4	56	28	12	40%	↓10	The	-
	Hispanic	All Elementary	76%	18	59	17 6		24%	11	10	-
	1.5.5	District	81%	19	62	15 4	1	19%	11		17.
Other		18*	67%	17	50	28	6	33%	↓13	Man	
	African American	All Elementary	81%	24	57	16 3	1	19%	<u>†4</u>		-
		District	86%	29	57	12 2	14	1%	11		-
		11*		18%	18	45		36 82%	† 9		7 7-
	Other	All Elementary	51	%	8 43	29	20	49%	↓2	Time.	1 7
Ethnicity		District	56%	1	1 46	25	18	44%	1 -	No.	3-
trinicity		10*		20%	10 10	20	60	80%	19		-
	White	All Elementary	- 4	2%	4 38	31	27	58%	↓2		-
		District	51	%	6 45	29	20	49%	11	No.	7.
		10*		20%	10 10	50		30 80%	†20		
Cambodian	Cambodian	All Elementary	61%	9	52	24	15	39%	14	line.	3
		District	65%	9	56	25	10	35%	1-	N-	-
	9*		33%	11 22	33	33	67%	†10		-	
	Asian	All Elementary	57%	9	48	24	19	43%	1-	No.	-
		District	57%	6	50	28	15	43%	12		-

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SBAC Science 2023 :: School Data by Subgroup Los Cerritos

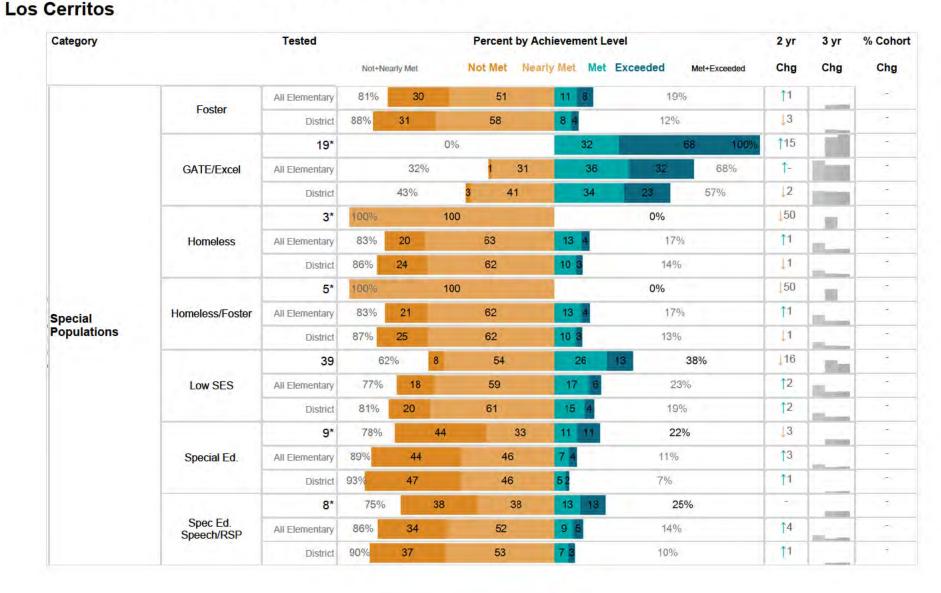


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SBAC Science 2023 :: School Data by Subgroup



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C	Category			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)
					Growth Target
			N		Declined Below Target Above Target Accelerated*
ŀ			156	45	22 26 26 26
A	All Students	156	All ES	49	22 22 24 32
			District	27	34 15 16 34
ſ			80	43	26 23 33 19
		Gr. 04 (Minimum Growth Target: 44)	All ES	49	21 24 27 28
I,	d-		District	48	22 24 27 27
G	Grade		76	49	17 30 20 33
			All ES	50	22 20 22 36
ı			District	49	22 20 22 36
F		Gr. 05 (Minimum Growth Target: 35) Hispanic	54	52	20 15 33 31
			All ES	49	23 22 24 31
<u>.</u>			District	26	35 15 16 34
			31	35	26 32 29 13
1		African American	All ES	50	22 22 22 34
	Access to		District	25	36 16 15 33
E	thnicity	Hispanic African American White	22	54	14 36 23 27
			All ES	53	19 22 27 33
			District	29	33 16 16 35
			20	29	30 25 25 20
			All ES	49	19 23 27 31
		M	District	30	32 16 17 35

Category		S	verage Scale core Change om Prior Year to This Year	Percent of Studen (Comparing prior year's	ts Cha scale	inge in S score to	Scale this year)	
				Growt	n Targ	et		
		N		Declined Below Target Ab	ove T	arget A	ccelerated	*
		18^	-	17	Œ	39	11 33	
	Cambodian	All ES	53	20	22	25	33	
		District	34	30	16	17	37	
		14^		21		36	43	
	Asian	All ES	53	21	23	23	34	
Tana Calab		District	33	30	16	16	38	
Ethnicity		13^		23	23	3	1 23	
	Filipino	All ES	50	21	21	24	34	
		District	31	32	14	16	37	
		2^					100	
	Pacific Islander	All ES	41	23	2	6 2	5 26	
		District	26	32	17	18	33	i
		84	44	25	23	24	29	
	Female	All ES	50	21	22	25	32	
		District	28	34	15	16	34	
Loss. T		72	47	18	3	31	29 2	22
Gender	Male	All ES	50	22	22	24	32	
		District	26	35	15	16	34	
	24,544	All ES^	72	17	17	33	33	
	Nonbinary	District	28	33	15	8	44	
Special Populations	EL + RFEP	16^		44	2		3.1	

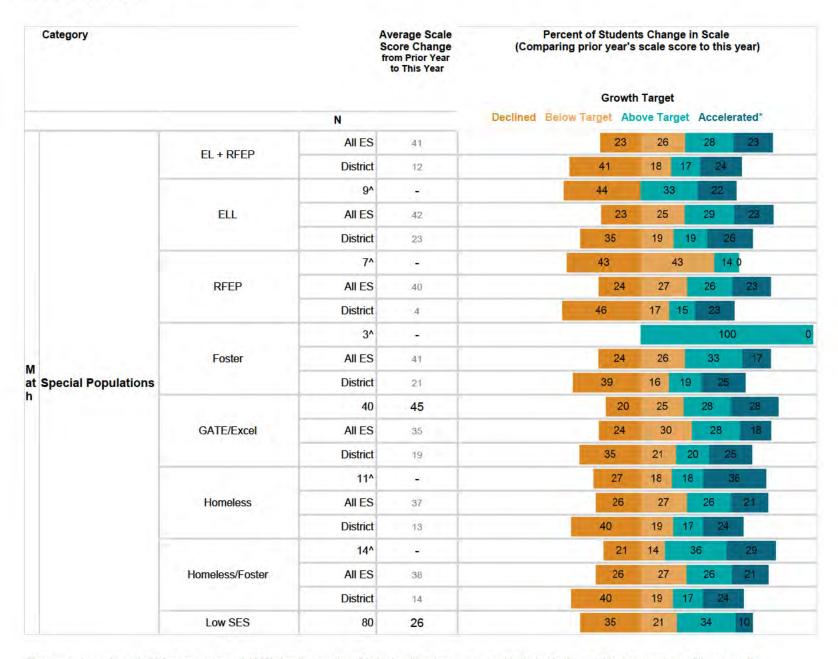
Category		S	verage Scale core Change om Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)
				Growth Target
		N		Declined Below Target Above Target Accelerated*
	EL + RFEP	All ES	50	24 21 23 33
	LL + KFLF	District	25	36 13 15 36
		9^	-	56 22 22
	ELL	All ES	50	24 21 23 32
		District	34	31 16 18 35
		7^	12	29 29 43
	RFEP	All ES	50	22: 21 23 34
		District	18	39 12 14 36
		3^		33 33 33
	Foster	All ES	55	25 10 31 33
Special Populations		District	23	40 12 20 29
		40	48	25 18 35 23
	GATE/Excel	All ES	49	21 22 27 30
		District	27	34 15 18 33
		11^		18 18 45 18
	Homeless	All ES	55	21 21 25 34
		District	28	33 16 17 34
		14^		21 14 43 21
	Homeless/Foster	All ES	55	21 20 25 34
		District	28	34 16 17 33
	Low SES	80	48	23 29 23 26

Category			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)						
	Low SES Special Ed.	N		Gro Declined Below Target	wth Targo Above Ta		ccelerated*			
E L Special Populations A	Law CEC	All ES	50	2	2 22	24	32			
	LOW SES	District	26	35	15	16	34			
		18^		33	22	22	22			
	Special Ed.	All ES	43	27	20	23	31			
		District	27	35	15	15	35			
		18^		33	22	22	22			
	Spec Ed. Speech/RSP	All ES	47	24	21	24	31			
		District	28	35	15	16	34			

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

Catego	ory			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)							
					Growth Target Declined Below Target Above Target Accelerat							
	Gr. 04 (Minimum Growth Target: 42) de Gr. 05 (Minimum Growth Target: 39)	N		Declined Below	Target Abo	ve Tar	get Ac	celer	ated*			
			156	29		31	24	29		16		
All Stu	idents	156	All ES	38		23	28	2	8	20		
			District	16		38	19	18	24			
			80	37		26	21	33		20		
		Gr. 04 (Minimum Growth Target: 42)	All ES	45		18	29	4	31	22		
Grada			District	44		18	29	7	31	21		
Grade	Grade		76	20		36	28	25	5	12		
	Gr. 05 (Minimum Growth Target: 39)	All ES	32		28	27	26	3	19			
			District	32		28	27	26		19		
		Hispanic	54	28		30	24	31		15		
			All ES	39		23	28	2	8	21		
			District	14		39	19	18	24			
			31	26		32	29	2	6	13		
		African American	All ES	35		26	27	28	8	20		
			District	14		40	19	17	24			
Ethnic	Ethnicity		22	37		27	23	23		27		
		White	All ES	36		22	33		28	18		
		District	19		34	22	19	24				
			20	20		30	4	0	20	10		
		Other	All ES	40		21	29	2	29	21		
		M. W. W.	District	22		34	22	19	26			

Category		So	verage Scale core Change om Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)						
					Growth	Target				
	Cambodian Asian Filipino Pacific Islander	N		Declined Below Targ	get Ab	ove Tar	get A	Accelera	ated*	
		18^			33	11	33	20		
	Cambodian	All ES	42		21	26		31	22	
		District	19		36	19	20	25		
		14^	- 1,2		43	14	29	14		
	Asian	All ES	42		21	26		30	23	
Fath and relation		District	19		36	19	20	26		
Ethnicity		13^	10-01		23	8	46		23	
	Filipino	All ES	36		24	27		29	20	
		District	22		36	17	22	26		
	Pacific Islander	2^		5	0		50	0		
		All ES	30		29	29		26	15	
		District	14		42	17	18	24		
		84	26		32	24	2	27	17	
	Female	All ES	38		23	28		29	20	
		District	15		38	19	19	24		
		72	33		29	25	B	31	15	
Gender	Male	All ES	39		24	28		27	21	
		District	16		38	20	18	25		
		All ES^	59			33	1	5	0	
	Nonbinary	District	5		38	20	18	25		
Special Populations	EL + RFEP	16^	_		44	19	25	13		



The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^{*}Not currently a significant subgroup.

^{*}Accelerated Growth = At least double the minimum growth target for the grade level.

Category			Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)							
		N		Declined Below Tar	Growth Target elow Target Above Target Accelerated*						
	Lawere	All ES	38		24	28	21	3 21			
	Low SES	District	14		39	19	18	24			
		18^			33	17	28	22			
A Special Benulations	Special Ed.	All ES	37		26	25	25	24			
t Special Populations		District	20		36	19	16	29			
		18^	- 2		33	17	28	22			
	Spec Ed. Speech/RSP	All ES	39		24	26	26	24			
		District	19		36	19	17	28			

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

AII

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	12,227	52%	31	21	23	25	48%	†1	-	† 6
Addams	380	64%	42	22	25	11	36%	†1		†10
Alvarado	175	43%	19	24	29	29	57%	†7	100	↑11
Barton	215	77%	59	18	17 7	2	23%	1-		-
Birney	241	52%	34	18	23	25	48%	11	-	↑4
Bixby	234	35%	15	20	29	36	65%	†7	-	†13
Bryant	159	57%	32	25	24	19	43%	†3	-	↑3
Burbank	281	63%	36	27	22	16	37%	↓2	-	↑9
Burcham	167	28%	6	6 13	24	48	72%	12		↑6
Carver	236	29%	10	19	26	45	71%	†1	-	↑7
Chavez	165	68%	50	18	23	8	32%	†2		† 2
Cleveland	217	23	%	6 16	30	47	77%	1-		↑2
Dooley	384	59%	33	26	23	19	41%	†6	-	↑6
Edison	199	65%	41	24	25	10 35%		†6	-	<u>†17</u>
Emerson	158	29%	12	17	20	51	71%	1-		12
Fremont	203	20	0%	9 11	29	52	80%	↑7	100	†12
Gant	277	21	%	9 12	25	55	79%	14		↑1
Garfield	285	56%	38	18	25	19	44%	†4	1000	†13
Gompers	148	41%	29	11	30	30	59%	†7	100	↑12
Grant	456	63%	42	21	23	14	37%	1-		↑2
Harte	406	64%	41	23	21	15	36%	†4		↑7
Henry	385	34%	12	22	25	41	66%	1-		<u>†4</u>
Herrera	337	60%	36	23	23	17	40%	12	1000	<u></u> †6
Holmes	172	42%	21	22	26	31	58%	†6	part (SE)	† 9

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

AII

School	Tested		Percent	by Achi	evement	Level			2 yr	3 yr	% Cohor
		Not+Nearly Met	Not Met	Nearly	Met M	let Ex	ceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	63%	45	18	23	14		37%	†5	_	↑3
Kettering	131	30%	10	20	25		45	70%	18	-	<u>†1</u>
King	306	67%	48	19	24	9		33%	↓1	-	↑1
Lafayette	398	65%	37	28	21	14		35%	↓2		†3
Lincoln	404	60%	33	26	22	19		40%	11	-	<u>†6</u>
Longfellow	468	39%	17	22	22		39	61%	†4	100	↑9
Los Cerritos	241	279	6 1	4 14	27		45	73%	↓1		<u></u> †4
Lowell	240	25	% 1	1 14	22		-53	75%	†7	100	<u></u> †4
Macarthur	149	40%	15	26	20		40	60%	†1		13
Madison	152	43%	23	20	23		34	57%	↓4	-	[1
Mann	164	65%	39	26	14	21		35%	†1	-	1 2-1
McKinley	239	63%	43	20	23	14		37%	†-		†13
Naples	140		14%	4 9	21		66	86%	11		4
Oropeza	272	68%	46	22	13	19		32%	↓1		↑5
Prisk	273	22	2%	7 15	26		52	78%	↓2		† 9
Riley	196	55%	34	20	22	23		45%	↓2	1000	↑8
Roosevelt	451	70%	42	28	20	10		30%	†1	_	<u>†</u> 7
Signal Hill	319	48%	26	22	24	-3	28	52%	1-		<u>†16</u>
Smith	352	65%	39	26	19	16		35%	↓2		† -
Stevenson	247	68%	46	22	15	17		32%	↓4	-	1
Twain	190	44%	23	21	31		25	56%	†4	1000	<u>†7</u>
Webster	225	71%	47	24	17	12	1	29%	1 5		13
Whittier	292	77%	57	21	15 7		23	3%	†5		↑4
Willard	273	68%	41	27	18	14		32%	†4	-	↑3

AII

School	Tested		Pero	ent by Ach	ievement L	evel		2 yr	3 yr	% Coho
		Not+Nearly Me	t Not N	let Nearly	y Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Elementary	12,299	60%	33	27	22	18	40%	†2	_	12
Addams	378	70%	42	28	21 5		30%	†2		15
Alvarado	175	56%	25	31	26	18	44%	11		11
Barton	216	83%	60	24	11 6		17%	†2		12
Birney	245	60%	34	25	25	16	40%	12	_	16
Bixby	234	48%	26	22	28	24	52%	↑12	-	<u>†6</u>
Bryant	161	62%	39	23	27	11	38%	↑12		†15
Burbank	284	70%	46	24	23	7	30%	†2		† 6
Burcham	167	37	% 12	25	26	:37	63%	†3		12
Carver	236	3.	2%	14 18	31	37	68%	†5		↑2
Chavez	166	85%	55	30	10 5		15%	†-		15
Cleveland	217	3	2%	7 25	33	35	68%	†2		15
Dooley	385	68%	35	34	21 1	0	32%	†1		1-
Edison	200	76%	46	31	17 7		24%	†3		↑3
Emerson	158	36	%	15 21	37	27	64%	†11	1-0	19
Fremont	203	3:	3%	11 22	30	37	67%	†1		15
Gant	277		24%	6 18	33	4	3 76%	†1		1
Garfield	286	70%	37	33	17 13	5	30%	† -		13
Gompers	149	52%	24	28	26	21	48%	†2	-	1
Grant	456	73%	40	33	19 8		27%	1-		15
Harte	408	74%	48	27	14 11		26%	† -		16
Henry	385	43%	15	28	26	31	57%	13		19
Herrera	342	72%	40	32	20 8		28%	†4		↑3
Holmes	172	54%	23	31	23	23	46%	†2		2

AII

School	Tested			Percen	t by Ach	ievement	t Le	vel		2 yr	3 yr	% Cohor
		Not+Nearly Me	et	Not Met	Nearly	/ Met M	let	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	73%	49		24	17	10		27%	<u>†6</u>		19
Kettering	131	37	°%	11	25	34		29	63%	↓11		19
King	308	73%	40		33	20	7		27%	†6		
Lafayette	403	65%	36		29	25		10	35%	†6		1-
Lincoln	411	67%	35	- 111	32	21	1	2	33%	1-		1 -
Longfellow	468	50%		20	30	21		29	50%	11		12
Los Cerritos	241	400	%	17	24	26		34	60%	↓6		18
Lowell	240	3	3%	14	19	23		44	67%	†6	Times.	19
Macarthur	149	50%		17	33	28		23	50%	13		110
Madison	153	47%		22	25	28		25	53%	†4		↑3
Mann	163	62%	3	4	28	25		13	38%	†9		↑ 5
McKinley	242	73%	42		31	20	7		27%	†5		↑2
Naples	140		19%		6 13	25		56	81%	†2		18
Oropeza	276	77%	49		29	12 11		2	3%	†4		↑3
Prisk	274	3	29%	11	1 18	28		43	71%	13		11
Riley	197	65%	36		30	21	1	4	35%	14		17
Roosevelt	456	70%	43		27	19	11		30%	†4	-	↑3
Signal Hill	320	59%	2	9	30	22		19	41%	↓1	-	1 2
Smith	357	75%	44		31	16	9		25%	14		15
Stevenson	252	73%	46		27	16	11		27%	†5		↑3
Twain	193	54%		26	27	26		20	46%	†2		†2
Webster	224	74%	47		27	18	8		26%	†1		Į5
Whittier	295	81%	61		20	12 7		19	9%	†4		↑1
Willard	281	73%	41		32	18	9		27%	†2		17

AII

School	Tested		Percent by A	chievement Level		2 yr	3 yr	% Cohor
		Not+Nearly Met	Not Met Ne	arly Met Met Ex	ceeded Met+Exceeded	Chg	Chg	Chg
All Elementary	4,183	70%	54	20 10	30%	†-	-	-
Addams	119	76% 18	58	20 4	24%	†6	_00	
Alvarado	61	66% 8	57	25 10	34%	1-		17
Barton	64	88% 27	61	8 5	13%	14		-
Birney	79	70% 2	0 49	22 9	30%	†6	-	-
Bixby	69	61%	4 57	30 9	39%	†3	100	1 (5)
Bryant	55	65%	15 51	25 9	35%	†17		-
Burbank	88	75% 15	60	16 9	25%	†3	_	-
Burcham	58	55%	9 47	21 24	45%	<u>†4</u>	L	100
Carver	77	47%	3 44	32	21 53%	†4		-
Chavez	67	85% 28	57	10 4	15%	†2		-
Cleveland	76	51%	5 46	36	13 49%	†7		-
Dooley	137	85% 18	68	12 2	15%	16	-	-
Edison	74	82% 27	55	15 3	18%	11		-
Emerson	49	45%	8 37	37	18 55%	†4	100	-
Fremont	73	42%	3 40	34	23 58%	19	military.	-
Gant	86	38%	3 35	31	30 62%	†1		-
Garfield	88	78% 14	65	15 7	22%	†2	_	1 15
Gompers	52	54%	15 38	37	10 46%	†21	-8	-
Grant	158	85% 20	65	10 5	15%	14		-
Harte	149	83% 22	60	13 4	17%	†3		-
Henry	135	59%	9 50	27 15	41%	11		115
Herrera	130	68%	2 55	25 7	32%	†5	900	-
Holmes	57	86% 16	70	9 5	14%	↓11		

AII

School	Tested		Percent by	Achievement Le	vel	2 yr	3 yr	% Cohor
		Not+Nearly Met	Not Met Ne	arly Met Met	Exceeded Met+Exceeded	Chg	Chg	Chg
Hudson	78	86% 23	63	10 4	14%	†8		-
Kettering	44	41%	2 39	41	18 59%	↓2		.0
King	111	77% 13	64	16 7	23%	†5		-
Lafayette	116	90% 15	75	9	10%	18		-
Lincoln	118	79% 13	66	18 3	21%	13		-
Longfellow	170	57%	5 52	20	23 43%	1 6	-	-
Los Cerritos	80	45%	8 38	30	25 55%	14		-
Lowell	82	51%	2 49	29	20 49%	11		-
Macarthur	55	62%	58	18 20	0 38%	1-		100
Madison	43	56%	12 44	26	19 44%	†6	- 100	1 3
Mann	60	80%	45 35	12 8	20%	†13		-
McKinley	85	75% 16	59	21 4	25%	†6		1.3
Naples	43	35%	2 33	30	35 65%	115		-
Oropeza	104	88% 33	56	10 2	12%	↓11		13.0
Prisk	91	29%	1 27	43	29 71%	16	-80	-
Riley	73	71% 16	55	21 8	29%	†2	-	
Roosevelt	149	84% 20	64	11 5	16%	15		-
Signal Hill	107	72% 16	56	19 9	28%	14	1000	1.150
Smith	123	74% 25	49	20 7	26%	†8		-
Stevenson	97	78% 27	52	19 3	22%	†3		-
Twain	71	61%	20 41	25	14 39%	16	- Mine	-
Webster	89	76% 11	65	19 4	24%	†10		113
Whittier	100	84% 35	49	12 4	16%	†3		La
Willard	93	87% 24	63	11.2	13%	19	-	-

School	Tested		Pe	rcent by Achi	evement Le	evel		2 yr	3 yr	% Cohort
		Not+Nearly Met	Not	Met Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	12,090	54%	29	25	29	16	46%	11	-	13
Bancroft	829	45%	20	25	35	20	55%	†2	100	↑2
Franklin	1,035	64%	40	25	26	9	36%	15		11
Hamilton	762	70%	38	32	23 6	5	30%	19	-	19
Hoover	512	66%	35	31	25	9	34%	17		18
Hughes	1,238	51%	29	22	31	18	49%	12	-	14
IVA	1		0%			100	100%	†24		3-5
Jefferson	977	50%	26	23	33	18	50%	†3	-	↑8
Keller	448	37%		11 25	41	22	63%	15		15
Lindbergh	398	70%	40	30	25	5	30%	↓2		11
Lindsey	720	68%	37	31	26	6	32%	14		15
Marshall	907	42%	2	23	34	24	58%	18		17
Nelson	785	64%	35	28	25	11	36%	†2	_	13
Rogers	746	29	%	14 15	33	38	71%	11		12
Stanford	1,124	33%		15 19	36	31	67%	†7		1-
Stephens	700	63%	34	29	27	10	37%	†10		† 5
Washington	909	74%	43	31	20 6		26%	13		15

School	Tested		Perce	nt by Ac	hievemer	nt Level		2 yr	3 yr	% Cohort
		Not+Nearly	Met Not Me	t Near	ly Met	Met Exceed	ed Met+Exceeded	Chg	Chg	Chg
All Middle	12,057	70%	44	25	16	14	30%	1-		12
Bancroft	828	62%	35	27	20	18	38%	12		11
Franklin	1,033	79%	54	26	11 9		21%	12		12
Hamilton	754	84%	59	26	11 5		16%	19		16
Hoover	510	85%	61	24	11 4		15%	1-		14
Hughes	1,222	63%	39	24	17	19	37%	11	-	13
IVA	1		0%			0	00 100%	↑37		25
Jefferson	980	73%	48	25	17	10	27%	†2		↑3
Keller	447	549	6 24	29	25	-21	46%	†1		13
Lindbergh	403	84%	52	32	9 7		16%	†3		13
Lindsey	718	85%	63	22	10 5		15%	†1		12
Marshall	902	56%	30	26	22	22	44%	13	-	11
Nelson	781	80%	5 5	25	12 B		20%	12		14
Rogers	742	46	5% 23	22	23	31	54%	†1	-	11
Stanford	1,119	48	% 24	24	25	27	52%	†4		↑1
Stephens	698	78%	49	28	15	7	22%	† 7		<u>†6</u>
Washington	920	86%	59	27	10 4		14%	1-		15

School	Tested			Percent	by Achievem	ent Leve	el		2 yr	3 yr	% Cohort
		Not+Ne	arly Met	Not Met	Nearly Met	Met E	xceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	3,987	78%	22	57	16	6	2:	2%	11		-
Bancroft	299	75%	17	58	16	9	2	25%	14	-	-
Franklin	331	85%	29	56	12		159	%	1-		-
Hamilton	239	88%	26	62	11		12%	5	↓7		-
Hoover	167	92%	30	62	8		8%		19		-
Hughes	416	69%	14	55	20	11		31%	†2	-	-
IVA	1			0%			100	100%	†41		-
Jefferson	299	81%	17	64	15	4	19	%	†2		-
Keller	135	65%	6 7	59	24	11		35%	12	-	-
Lindbergh	137	88%	23	64	10 2		129	6	†3		1 = 1
Lindsey	239	89%	22.	67	10		11%	·	†1		-
Marshall	294	74%	20	54	21	4	2	26%	19	-	=
Nelson	276	93%	37	56	52		7%		†1		-
Rogers	246		46%	9 3	8	33	21	54%	†9	1000	2
Stanford	365	62	% 1	13 48	2	13	3	38%	†3	-	-
Stephens	250	86%	29	57	11 3		149	6	12		-
Washington	294	91%	32	59	63		9%		†4		-

School	Tested			Percent	by Achie	evement L	evel		2 yr	3 yr	% Cohor
		Not+Nearly Me	t	Not Met	Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	3,706	48%		26	22	27	25	52%	11		1-
Avalon	249	74%	44		30	19 7		26%	16		14
Cubberley	635	32	2%	17	16	29	- 39	68%	†2		11
Muir	644	59%	3	3	26	25	16	41%	15		11
Newcomb	513		19%		6 13	31	-5	0 81%	13		↑2
Powell	592	64%	37		27	26	10	36%	†1		1-
Robinson	541	69%	40	- 10	28	22	3	31%	17		12
Tincher	529	3	1%	13	18	32	37	69%	† -		1-

School	Tested			Percent	t by Ach	ievement L	evel .		2 yr	3 yr	% Cohort
		Not+Nearl	y Met	Not Met	Nearly	Met Me	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	3,712	58%	6	33	25	21	21	42%	†3	-	12
Avalon	249	81%	58		22	16 3	1	9%	† -		16
Cubberley	638	4	15%	24	21	23	.32	55%	†2		17
Muir	648	66%	36		31	21	13	34%	†3		†2
Newcomb	512		26%	7	20	29	45	74%	†1		†2
Powell	592	79%	49		29	16 5	2	21%	11		15
Robinson	542	79%	49		30	13 8	2	21%	12		↑1
Tincher	528		39%	16	23	26	35	61%	†4	-	1-

School	Tested		Percent	by Achieveme	ent Level		2 yr	3 yr	% Cohor
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,211	70%	16 53	19	11	30%	†1		-
Avalon	109	85% 30	55	10 5	15	5%	†2		-
Cubberley	198	55%	13 4	2 23	22	45%	†6	-	7-
Muir	201	81% 22	59	16	3 1	9%	†1		-
Newcomb	163	2	9% 1	28	43 2	71%	↑7		-
Powell	202	88% 24	64	10 2	12	%	15		-
Robinson	175	87% 17	70	12 1	13	%	15		-
Tincher	162	64%	10 53	21	15	36%	11		

School	Tested		Percent	by Achi	ievement Le	evel		2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,776	48%	27	21	28	24	52%	†2		19
Browning	58	78%	62	16	19 3		22%	↓20	-	↓29
Cabrillo	416	61%	33	28	28	11	39%	†1		11
CAMS	162		1%		16		99%	†1		↑2
EPHS	262	71%	43	29	24 5		29%	†4		18
Jordan	422	71%	44	27	21 9		29%	↓2		17
Lakewood	603	56%	31	24	27	17	44%	14	Daniel	111
McBride	165	319	% 9	22	40	29	69%	14	Time	-
Millikan	755	35%	16	18	34	32	65%	†10	100	111
Polytechnic	906	48%	29	19	26	26	52%	†4	Name of Street	17
Reid	53	98 <mark>%</mark>	77	21	2	2%		12		111
Renaissance	91	47%	21	26	29	24	53%	†19	E-6	↓23
Sato	120		4%	3	2 39		57 96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	14		113

School	Tested		Percen	t by Achie	evement L	evel		2 yr	3 yr	% Cohort
		Not+Nearly Me	et Not Met	Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All High	4,737	75%	53	21	15. 11	25	5%	†3	-	125
Browning	59	98W	83	15 2		2%		15		133
Cabrillo	410	92%	69	23	72	8%		12		↓26
CAMS	162		6%	5	20	74	94%	†4		↓10
EPHS	225	97%	85	12	3	3%		†1		↓23
Jordan	420	93%	75	18	7	7%		†1		↓28
Lakewood	603	85%	62	23	12 3	15%		†2		122
McBride	168	65%	36	29	28	7	35%	†3	Name of Street	↓31
Millikan	756	66%	35	30	21	13	34%	↑4		↓30
Polytechnic	902	69%	54	15	17 13	3	31%	†2		119
Reid	53	100%	96	4		0%		-		16
Renaissance	92	86%	64	22	10 4	14%		†8	_	↓27
Sato	118		23%	6 17	25	-52	77%	11		12
Wilson	769	75%	49	26	16 9	25	5%	† 5		129

School	Tested			Percent	by Achie	ement	Level			2 yr	3 yr	% Cohor
		Not+Nearl	y Met	Not Met	Nearly N	let M	et Exce	eded	Met+Exceeded	Chg	Chg	Chg
All High	4,432	75%	14	62		19	6	25%	6	†3		-
Browning	59	92% 29	9.	63	3	3		8%		†1		-
Cabrillo	375	87% 14		73		13		13%		†4		
CAMS	163		21%		20	15	47	33	79%	1-		3
EPHS	88	95% 19		76	5			5%		18		-
Jordan	454	91% 20		71		9		9%		†2		3
Lakewood	635	85% 12		72		14 2		15%		14		
McBride	152	69%	7	62		19	12	31	%	†15	_	3
Millikan	657	72%	12	59		23	6	289	%	†2	-	10
Polytechnic	852	70%	14	56		23	8	30	%	†2		13
Reid	60	98% 43	3	55	2			2%		†2		7-7-
Renaissance	88	85% 16	3	69		15		15%		-	-000	-
Sato	93		20%		20	-	45	-134	80%	†19		-
Wilson	756	76%	14	62		20	4	24%	ó	†11		120

School	Tested		Pe	ercent by Achi	evement Le	evel		2 yr	3 yr	% Cohort
		Not+Nearly Met	Not	Met Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33		33%	-	_	-

School	Tested		Pe	ercent by Achi	evement Le	evel		2 yr	3 yr	% Cohort
		Not+Nearly Met	No	t Met Nearly	Met Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33		33%	-	_	-

School	Tested		Percent	by Achievem	ent Level		2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	1	100%	100		0%		-		-

School	Tested		Percent	by Achi	evement	Level		2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly	Met Me	t Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,799	52%	29	23	26	22	48%	↑-		↓1

School	Tested		Percent	by Achie	eveme	ent Level		2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly	Met	Met Exceed	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	16	34%	↑1		↓ 5

School	Tested			Percent	by Achievem	ent L	evel		2 yr	3 yr	% Cohort
		Not+Near	rly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,813	74%	17	57	18	8		26%	<u></u> 1		-



ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Los Cerritos

Site Level Overall Performance Level Summary

0%Beginning
Stage

40%Somewhat Developed

30% Moderately Developed **30%**Well
Developed

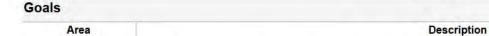
Site Level Domain Performance Level Summary Listening Speaking Reading Writing 15% 35% 50% 0% 50% 50% 20% 55% 25% 10% 80% 10% Some/Mod. Beg. Some/Mod. Well Dev. Some/Mod. Well Dev. Some/Mod. Well Dev. Beg. Well Dev. Beg. Beg.

			G	rade L	evel F	evel Performance Summary (Overall and by Domain)											
	Ov	erall Dev	elopme	ent	Listening			1	Speaking			Reading			Writing		
Grade	Beg.	Some.	Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	Beg.	Some/ Mod.	Well	
00	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	100%	0%	
01	0%	33%	67%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	
02	0%	67%	33%	0%	33%	33%	33%	0%	100%	0%	67%	0%	33%	0%	100%	0%	
03	0%	40%	40%	20%	0%	60%	40%	0%	40%	60%	0%	80%	20%	40%	60%	0%	
04	0%	43%	14%	43%	29%	0%	71%	0%	29%	71%	29%	43%	29%	0%	71%	29%	
05	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	100%	0%	0%	100%	0%	

School Demographics							
	School	District	State				
African American	14.3%	11.6%					
Am. Indian	0%	.1%					
Asian	9.2%	6.1%					
Filipino	7.7%	2%					
Hispanic/Latino	36.8%	60.9%					
Multiple	15.2%	7.1%					
Pacific Islander	.6%	.7%					
White	16.2%	11.3%					
English Learner	7.3%	21.2%					
Reclassified Fluent English Proficient	1.3%	2.1%					
Students w/Disabilities	9.6%	13.2%					
Free/Reduced Lunch	#Error	#Error					

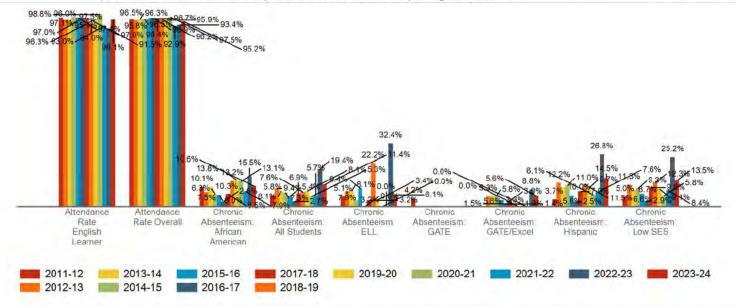
Attendance/Chronic Absenteeism Rate

School Year: 22-23



Social Emotional Learning goal(s):- Student attendance, Social Emotional Learning, and Self-Management will be very important to support student learning.- Focus on Social Emotional Learning- Self-Management and Self-Efficacy will increase of 5%- Improve Culture/Climate Goals



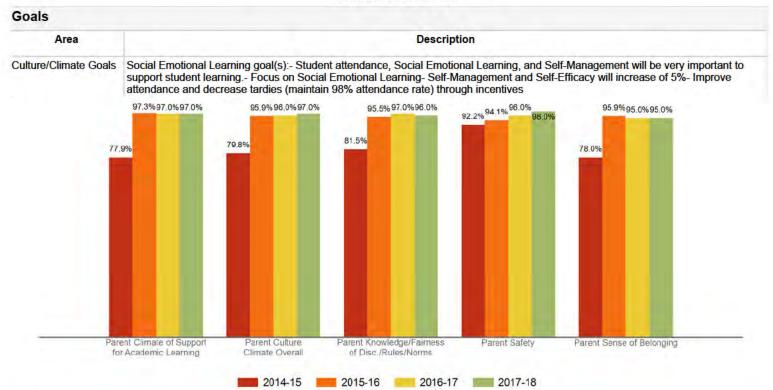


Budgeted	Items		
Line Number	Description	Cost	Personnel Summary
1	Supplemental materials and supplies are needed to assist all students and interventions to promote on-going communication with families, teachers and students.		Materials
	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning.		Substitute teacher full day
2	Additional counselor time (0.2 FTE) will work with students in small group weekly supporting students in the areas of social emotional learning (Self-awareness, self-management, social awareness and relationship skills, self-motivation, responsible decision making and problem solving). The counselor will participates in the Student Success Team to advocate for appropriate services and interventions to maximize student's academic performance, work with students and families to improve attendance. The counselor will organize student incentives, recognition who meet attendance goals for individual students and whole class. The counselor will monitor attendance of chronically absent/tardy students and communicates with those families about the impact on grades. The counselor will oversee Parent meeting trainings around SEL, attendance and behavior.		Counselor
	Communication platform, (SMORE) for all stakeholders to assist all students and families regardless of language with school information, resources and upcoming events.		Services
Total			

Attendance/Chronic Absenteeism Interventions

Intervention ID	# Students	Intervention Start Date	Intervention End Date	# Of Sessions	Hours per Session	Total Hours
15229	54	8/31/22	6/16/23	16	0.25	4
	54					4

Culture-Climate Survey (Parent)



udgeted	Items		
Line Number	Description	Cost	Personnel Summary
1	Los Cerritos is partnering with community based organizations to create a learning garden for students in Transitional kindergarten through grade 5. The learning garden will include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening. As a result, our students, teachers, and gardening team are in need of resources to expand our students' opportunities in the garden including, but not limited to flex ble seating, tables, knee boards, gardening tools, and other materials.		Materials, Services
	Supplemental materials and supplies are needed to assist all students and interventions to promote on-going communication with families, teachers and students.		Materials
2	Additional counselor time (0.2 FTE) will work with students in small group weekly supporting students in the areas of social emotional learning (Self-awareness, self-management, social awareness and relationship skills, self-motivation, responsible decision making and problem solving). The counselor will participates in the Student Success Team to advocate for appropriate services and interventions to maximize studentâ∈™s academic performance, work with students and families to improve attendance. The counselor will organize student incentives, recognition who meet attendance goals for individual students and whole class. The counselor will monitor attendance of chronically absent/tardy students and communicates with those families about the impact on grades. The counselor will oversee Parent meeting trainings around SEL, attendance and behavior.		Counselor
	Communication platform, (SMORE) for all stakeholders to assist all students and families regardless of language with school information, resources and upcoming events.		Services
3	Purchasing items to create and provide resources (make and take activities) where students and families receive materials to participate in math, reading and writing based resources to support students at home.		Materials
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school.		Hourly - Recreation Aide, Hourly - Recreation Leader
otal			

Culture-Climate Survey (Parent)

School Year: 22-23

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Culture-Climate Survey (Student-Staff)

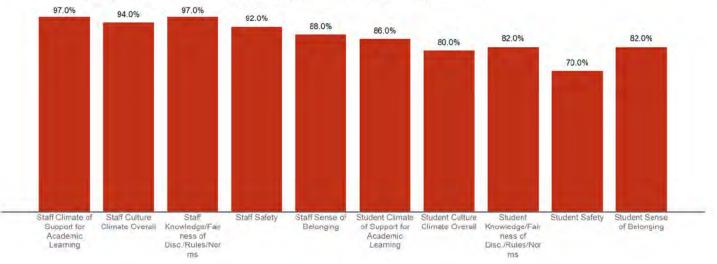
School Year: 22-23

Goals Area

Description

Culture/Climate Goals

Social Emotional Learning goal(s):- Student attendance, Social Emotional Learning, and Self-Management will be very important to support student learning.- Focus on Social Emotional Learning- Self-Management and Self-Efficacy will increase of 5%- Improve attendance and decrease tardies (maintain 98% attendance rate) through incentives



2017-18

_ine umber	Description	Cost	Personnel Summary
710/070	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. Provide support for students who may cause persistent disruption and emotional reactions to normal situations. Support data collection on students, review of classroom management strategies with teachers, recommend instructional strategies to support students of high need, recommend scaffolds and structures in the classroom and playground and provide student/teacher support through classroom observations. Psychologist will provide support and recommendations in SST's for implementation in the classroom and playground that may support student growth and create additional steps and scaffolds.		Psychologist
	Los Cerritos is partnering with community based organizations to create a learning garden for students in Transitional kindergarten through grade 5. The learning garden will include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening. As a result, our students, teachers, and gardening team are in need of resources to expand our students' opportunities in the garden including, but not limited to flex ble seating, tables, knee boards, gardening tools, and other materials.		Materials, Services
	Supplemental materials and supplies are needed to assist all students and interventions to promote on-going communication with families, teachers and students.		Materials
	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning.		Substitute teacher full day
2	Additional counselor time (0.2 FTE) will work with students in small group weekly supporting students in the areas of social emotional learning (Self-awareness, self-management, social awareness and relationship skills, self-motivation, responsible decision making and problem solving). The counselor will participates in the Student Success Team to advocate for appropriate services and interventions to maximize studentâ∈™s academic performance, work with students and families to improve attendance. The counselor will organize student incentives, recognition who meet attendance goals for individual students and whole class. The counselor will monitor attendance of chronically absent/tardy students and communicates with those families about the impact on grades. The counselor will oversee Parent meeting trainings around SEL, attendance and behavior.		Counselor
	Communication platform, (SMORE) for all stakeholders to assist all students and families regardless of language with school information, resources and upcoming events.		Services

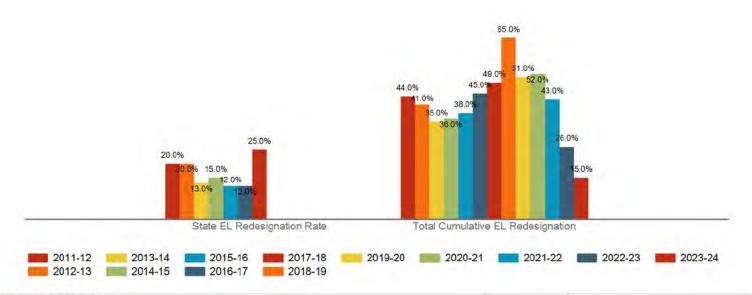
Culture-Climate Survey (Student-Staff)

School Year: 22-23

Budgeted	Items		
Line Number	Description	Cost	Personnel Summary
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school.		Hourly - Recreation Aide, Hourly - Recreation Leader
Total			

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EL Reclassification



lumber	37.057	Personnel Summary
2 Additional counselor time (0.2 FTE) will work with students in small group weekly supporting students in the areas of social emotional learning (Self-awareness, self-management, social awareness and relationship skills, self-motivation, responsible decision making and problem solving). The counselor will participates in the Student Success Team to advocate for appropriate services and interventions to maximize student's academic performance, work with students and families to improve attendance. The counselor will organize student incentives, recognition who meet attendance goals for individual students and whole class. The counselor will monitor attendance of chronically absent/tardy students and communicates with those families about the impact on grades. The counselor will oversee Parent meeting trainings around SEL, attendance and behavior.		Counselor

Elementary Math - Math Facts

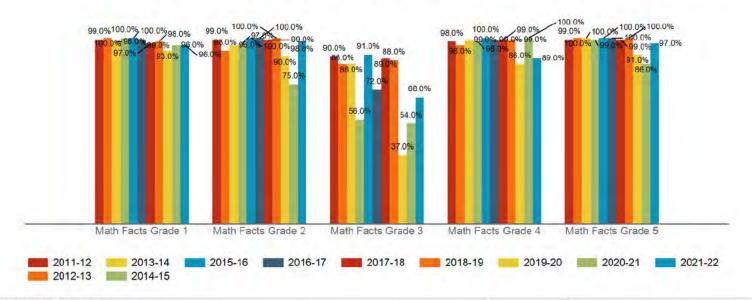
School Year: 22-23

Goals

Area Description

Math Goals

Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math. Increase met/exceeded in ELA (74% to at least 79%) and Math (from 65% to 70%) as measured by the end of year SBAC for Grades 3-5. Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom. Students will also be provided with after school tutoring focused on developing identified skills in math. Teachers are currently participating in CGI (Cognitive Guided Instruction) to support higher level math thinking. By June 2023, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic. To meet this goal: -Implementation of iReady lessons tailored to the needs of each student. -Afterschool tutoring -Continuing with workshop Progress Monitoring. Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Wa kthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments



Line Number	Description	Cost	Personnel Summary
1	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. Provide support for students who may cause persistent disruption and emotional reactions to normal situations. Support data collection on students, review of classroom management strategies with teachers, recommend instructional strategies to support students of high need, recommend scaffolds and structures in the classroom and playground and provide student/teacher support through classroom observations. Psychologist will provide support and recommendations in SST's for implementation in the classroom and playground that may support student growth and create additional steps and scaffolds.		Psychologist
2	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend CGI (Cognitive Guided Instruction) trainings. ~To participate in unit studies, data analysis, lesson study, and structured grade level planning.		Substitute teacher full day

Elementary Reading - FRSA

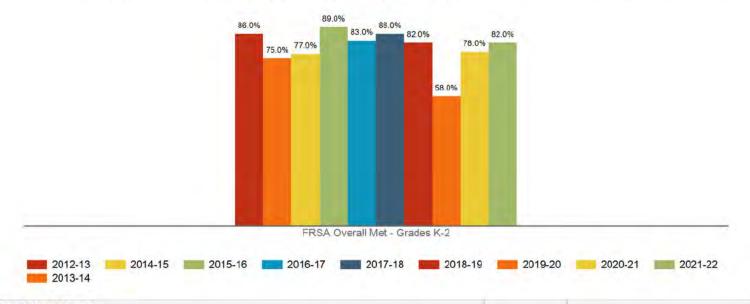
School Year: 22-23

Goals

Area Description

ELA Goals

Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math .Increase student achievement in FRSA (21-22 -82% overall) to 87% in K-Grade 2Increase met/exceeded in ELA (74% to at least 79%) and Math (from 65% to 70%) as measured by the end of year SBAC for Grades 3-5. Progress monitor based on district assessments, review and teach needed skills. Utilize small group instruction to support areas of needed review for students based on their level. We will utilize our Literacy Teachers to work daily with identified students to provide targeted intervention for EL students and students identified as below grade level readers. EL students and at-risk students will receive additional time to address their unique language acquisition needs. Teachers will provide additional support for students that are identified as below level readers during small group instruction. Teachers will help students to build academic vocabulary, listening, speaking, reading and writing. Students will also be provided with after school tutoring focused on developing oral language skills to improve their writing. ELA: By June 2023, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results. To meet this goal: -Literacy Teachers working with students that are one-two grade levels below. -Implementation of iReady lessons tailored to the needs of each student. -Tutoring for 2-4th graders from an outside agency. -Continuing with workshop Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Wa kthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments



Line lumber	Description	Cost	Personnel Summary
1	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. Provide support for students who may cause persistent disruption and emotional reactions to normal situations. Support data collection on students, review of classroom management strategies with teachers, recommend instructional strategies to support students of high need, recommend scaffolds and structures in the classroom and playground and provide student/teacher support through classroom observations. Psychologist will provide support and recommendations in SST's for implementation in the classroom and playground that may support student growth and create additional steps and scaffolds.		Psychologist

SBAC ELA

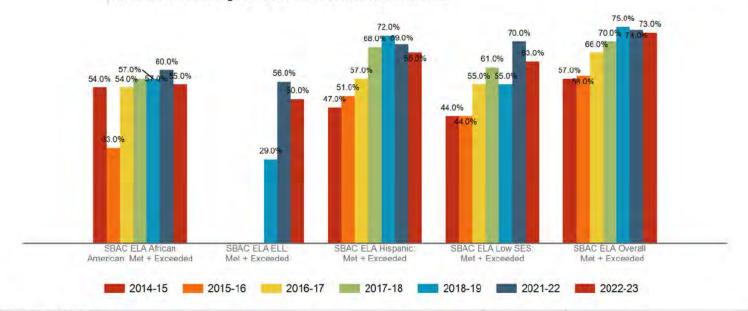
School Year: 22-23

Goals

Area Description

ELA Goals

Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math .Increase student achievement in FRSA (21-22 -82% overall) to 87% in K-Grade 2Increase met/exceeded in ELA (74% to at least 79%) and Math (from 65% to 70%) as measured by the end of year SBAC for Grades 3-5. Progress monitor based on district assessments, review and teach needed skills. Utilize small group instruction to support areas of needed review for students based on their level. We will utilize our Literacy Teachers to work daily with identified students to provide targeted intervention for EL students and students identified as below grade level readers. EL students and at-risk students will receive additional time to address their unique language acquisition needs. Teachers will provide additional support for students that are identified as below level readers during small group instruction. Teachers will help students to build academic vocabulary, listening, speaking, reading and writing. Students will also be provided with after school tutoring focused on developing oral language skills to improve their writing. ELA: By June 2023, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on FRSA results, iReady Diagnostic, and SBAC annual results. To meet this goal: -Literacy Teachers working with students that are one-two grade levels below. -Implementation of iReady lessons tailored to the needs of each student. -Tutoring for 2-4th graders from an outside agency. -Continuing with workshop Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Wa kthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments



Line Number	Description	Cost	Personnel Summary
1	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning.		Substitute teacher full day
otal			

SBAC Math

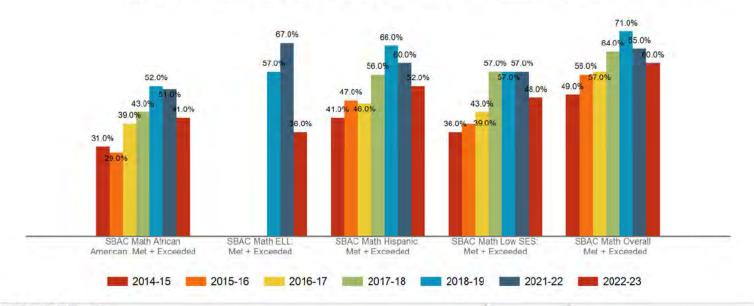
School Year: 22-23

Goals

Area Description

Math Goals

Los Cerritos students will achieve one year of academic growth AND students achieving below grade level will demonstrate greater than one year of growth in both ELA and Math. Increase met/exceeded in ELA (74% to at least 79%) and Math (from 65% to 70%) as measured by the end of year SBAC for Grades 3-5. Teachers will utilize small group instruction in the classroom to support students in areas of need. Formative and interim assessments will be used to determine small groups in the classroom. Students will also be provided with after school tutoring focused on developing identified skills in math. Teachers are currently participating in CGI (Cognitive Guided Instruction) to support higher level math thinking. By June 2023, Los Cerritos students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on math unit assessments and iReady Diagnostic. To meet this goal: -Implementation of iReady lessons tailored to the needs of each student. -Afterschool tutoring -Continuing with workshop Progress Monitoring: Teachers/Admin will monitor data quarterly to reflect on teaching practices and to make adjustments to grade level goals, school goals, PD plan and Theory of action if necessary. Planned Data to Collect: African American Student Achievement Data EL Student Achievement Data Patterns/Trends from Wa kthrough Notes/Agendas QCI - (Pre) Whole School Walkthrough & Goal Conferences Edulastic Assessments



ine mber	Description	Cost	Personnel Summary
	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning.		Substitute teacher full day
	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend CGI (Cognitive Guided Instruction) trainings. ~To participate in unit studies, data analysis, lesson study, and structured grade level planning.		Substitute teacher full day

SEL Survey

School Year: 22-23

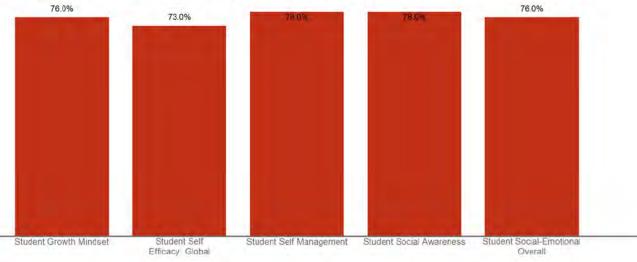
Goals

Area

Description

Culture/Climate Goals

Social Emotional Learning goal(s):- Student attendance, Social Emotional Learning, and Self-Management will be very important to support student learning.- Focus on Social Emotional Learning- Self-Management and Self-Efficacy will increase of 5%- Improve attendance and decrease tardies (maintain 98% attendance rate) through incentives



2017-18

Budgeted	Items			
Line Number	Description	Cost	Personnel Summary	
1	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning.		Substitute teacher full day	
3	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school.		Hourly - Recreation Aide, Hourly - Recreation Leader	
otal				

African-American

Line	Description	Cost	Personnel
Number	Description	Cost	Summary
1	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. Provide support for students who may cause persistent disruption and emotional reactions to normal situations. Support data collection on students, review of classroom management strategies with teachers, recommend instructional strategies to support students of high need, recommend scaffolds and structures in the classroom and playground and provide student/teacher support through classroom observations. Psychologist will provide support and recommendations in SST's for implementation in the classroom and playground that may support student growth and create additional steps and scaffolds.	\$31,713	
	Los Cerritos is partnering with community based organizations to create a learning garden for students in Transitional kindergarten through grade 5. The learning garden will include instructional lessons provided by a non-profit organization to teach students about energy, sustainability, and gardening. As a result, our students, teachers, and gardening team are in need of resources to expand our students' opportunities in the garden including, but not limited to flex ble seating, tables, knee boards, gardening tools, and other materials.	\$16,527	
	Supplemental materials and supplies are needed to assist all students and interventions to promote on-going communication with families, teachers and students.	\$1,100	
	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning.	\$7,715	Substitute teacher full day
2	Additional counselor time (0.2 FTE) will work with students in small group weekly supporting students in the areas of social emotional learning (Self-awareness, self-management, social awareness and relationship skills, self-motivation, responsible decision making and problem solving). The counselor will participates in the Student Success Team to advocate for appropriate services and interventions to maximize studentâ∈™s academic performance, work with students and families to improve attendance. The counselor will organize student incentives, recognition who meet attendance goals for individual students and whole class. The counselor will monitor attendance of chronically absent/tardy students and communicates with those families about the impact on grades. The counselor will oversee Parent meeting trainings around SEL, attendance and behavior.	\$30,460	
	Communication platform, (SMORE) for all stakeholders to assist all students and families regardless of language with school information, resources and upcoming events.	\$200	
	Supplemental materials are needed to support student instruction and learning. Supplies, new technology and equpment to include but not limited to: new headphones, Chromebooks, adapters, furniture, document cameras, projectors, etc.	\$25,000	
	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend CGI (Cognitive Guided Instruction) trainings. ~To participate in unit studies, data analysis, lesson study, and structured grade level planning.	\$7,715	
3	Purchasing items to create and provide resources (make and take activities) where students and families receive materials to participate in math, reading and writing based resources to support students at home.	\$624	
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school.	\$64,492	
otal		\$185,546	

All Parents

Dec annual Control	Items		
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	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. Provide support for students who may cause persistent disruption and emotional reactions to normal situations. Support data collection on students, review of classroom management strategies with teachers, recommend instructional strategies to support students of high need, recommend scaffolds and structures in the classroom and playground and provide student/teacher support through classroom observations. Psychologist will provide support and recommendations in SST's for implementation in the classroom and playground that may support student growth and create additional steps and scaffolds.	\$31,713	
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	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school.	\$64,492	
otal		\$185,546	

All Staff

No. of Contract	Items		
Line Number	Description	Cost	Personnel Summary
	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. Provide support for students who may cause persistent disruption and emotional reactions to normal situations. Support data collection on students, review of classroom management strategies with teachers, recommend instructional strategies to support students of high need, recommend scaffolds and structures in the classroom and playground and provide student/teacher support through classroom observations. Psychologist will provide support and recommendations in SST's for implementation in the classroom and playground that may support student growth and create additional steps and scaffolds.	\$31,713	
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	Supplemental materials and supplies are needed to assist all students and interventions to promote on-going communication with families, teachers and students.	\$1,100	
	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning.	\$7,715	Substitute teacher full day
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otal		\$185,546	

All Students

Dec annual Control	Items		
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	Supplemental materials and supplies are needed to assist all students and interventions to promote on-going communication with families, teachers and students.	\$1,100	
	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning.	\$7,715	Substitute teacher full day
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	Communication platform, (SMORE) for all stakeholders to assist all students and families regardless of language with school information, resources and upcoming events.	\$200	
	Supplemental materials are needed to support student instruction and learning. Supplies, new technology and equpment to include but not limited to: new headphones, Chromebooks, adapters, furniture, document cameras, projectors, etc.	\$25,000	
	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend CGI (Cognitive Guided Instruction) trainings. ~To participate in unit studies, data analysis, lesson study, and structured grade level planning.	\$7,715	
3	Purchasing items to create and provide resources (make and take activities) where students and families receive materials to participate in math, reading and writing based resources to support students at home.	\$624	
	Recreation aides will support student safety and civility and support student behaviors in the school learning environment through supervision of the common areas on campus including, but not limited to before school, lunch and after school.	\$64,492	
otal		\$185,546	

English Learners

2007	Items		
Line Number	Description	Cost	Personnel Summary
1	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. Provide support for students who may cause persistent disruption and emotional reactions to normal situations. Support data collection on students, review of classroom management strategies with teachers, recommend instructional strategies to support students of high need, recommend scaffolds and structures in the classroom and playground and provide student/teacher support through classroom observations. Psychologist will provide support and recommendations in SST's for implementation in the classroom and playground that may support student growth and create additional steps and scaffolds.	\$31,713	
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	Support teachers' professional development needs by providing training/professional growth opportunities and providing substitute release time for: ~ To allow teachers to attend PD trainings. ~To participate in unit studies, data analysis, and structured grade level planning.	\$7,715	Substitute teacher full day
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otal		\$185,546	

GATE/Excel

Dec annual Control	Items		
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1	Additional school psychologist time (0.2 FTE) will be an interventions support to students and families. Provide support for students who may cause persistent disruption and emotional reactions to normal situations. Support data collection on students, review of classroom management strategies with teachers, recommend instructional strategies to support students of high need, recommend scaffolds and structures in the classroom and playground and provide student/teacher support through classroom observations. Psychologist will provide support and recommendations in SST's for implementation in the classroom and playground that may support student growth and create additional steps and scaffolds.	\$31,713	
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Hispanic

Dec annual Control	Items		
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Low SES

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School Plan for Student Achievement Addendum 2023-2024 Additional Targeted Support and Improvement (ATSI)

Los Cerritos Elementary School

If ATSI	I, identify subgroups:			
☐ Af	frican-American		Foster Youth	Socioeconomically Disadvantaged
☐ Aı	merican Indian		Hispanic	Students with Disabilities
☐ As	sian-American	abla	Homeless	Two or More Races
☐ Er	nglish Learner		Pacific Islander	White
✓ Fill	lipino			

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District's LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD's CSI section are included in this Addendum.

In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date	March 22, 2023	
Signature of Principal		
Signature of SSC Chair		

Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

There are no resource inequalities present in our SPSA. Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.

There was evidence of resource inequalities prior to the SPSA being approved. Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.

There is some evidence of resource inequalities in the current SPSA. However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.

There is some evidence of resource inequalities in the current SPSA. However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities (optional)

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with educational partners. Academic measures include ELA and Math benchmarks, i-Ready diagnostic and growth data, common assessment performance, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation and University of California A-G requirements. Non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents as well as Social Emotional Learning (SEL) indicators such as student agency, identity, and sense of belonging. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help their principals conduct deeper analyses on chronic
 absenteeism, suspensions, disciplinary incidents, and survey data related to school culture and climate and
 social-emotional learning. Such analyses were on top of those conducted for academic measures like English
 Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, distance learning
 participation, learning loss, and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information so that programs can be sustainably developed
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.

- For the two CSI middle schools, a block schedule will be used to provide 3 electives for every student that will include: 1) targeted intervention electives for all students requiring intervention in ELA and/or math and 2) expanded enrichment electives aligned to the school's signature program and the pre-pathway industries of the feeder high school. The block schedule will also include built-in collaboration for department-level teams in one of the five conference periods per week to dedicate time for department-level planning and collaboration. Finally, the staff will participate in a week-long summer training and month professional development that support teachers with the shift in pedagogy required for the block schedule, including strategies that promote engagement, inquiry and rigor.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. The monitoring and evaluation activities will be conducted in-person following appropriate public-health guidelines.

Quarterly visits will be customized by schools, but follow a common structure:

- Whole Group Briefing: The school team (principal, teachers, and support staff) will provide background for the
 visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key
 interventions. They will help visitors (Level office staff, curriculum leaders, and other district support departments)
 develop an understanding of their priorities.
- Classroom Visits: School team members and visitors (Level office staff, curriculum leaders, and other district support departments) will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- Whole Group Debriefing: School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing**: Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, the LROIX platform developed by LBUSD's Research Office features tools that allow district and site leaders to monitor the progress of CSI schools and their students. LROIX functions enable district & site administrators and teachers to track students who are "at-promise" across a broad spectrum of measures, including chronic absenteeism, discipline, course grades, graduation requirements, iReady growth, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Los Cerritos Elementary School 515 San Antonio Drive, Long Beach, CA 90807 (562) 595-6337 * Fax (562) 595-7994

Approved: 10/17/2023

Los Cerritos Elementary School Home – School Compact 2023-2024

This agreement is a promise to work together. We believe that together we can improve teaching and learning. We know that learning can take place only when there is a combination of effort, interest and motivation. As we are committed to your child's success in school, we are going to do our best to promote his/her achievement (please note the highlighted section only applies to quarantined students or if we return to online learning per city mandates).

As a student I will fulfill the Los Cerritos Pledge, which is: As a Los Cerritos student achiever, I promise to work hard to learn. I will always strive to get the best education possible. I will be responsible to complete my schoolwork and homework on time. I will be honest and fair to all, and I will follow all school rules. Los Cerritos will be a better school because of me.	Student's Signature
As a parent I will: ◆ provide a quiet study time at home (as best as possible in the midst of a pandemic) and encourage good study habits ◆ talk with my child about his/her school ◆ participate in school activities, including virtual activities, including the annual parent-teacher conference. ◆ encourage my child to read by reading to him/her and by reading myself • limit my child's "screen time," as appropriate during Distance Learning Time, (TV viewing, internet usage, and video game play) and help select worthwhile programs/websites • support my child's teacher with their classroom expectations, including virtual classroom expectations • ensure that my child has regular attendance • ensure my child arrives on-time, ready to learn • when picking up and dropping off Los Cerritos students, I will be especially aware of foot traffic; especially that of children. I will obey all traffic and parking laws. • go directly to school personnel with any questions or concerns I may have • respect the confidentiality of information regarding students, parents & school personnel	Parent's Signature
As a teacher I will: provide high-quality, differentiated instruction, as well as interesting and challenging standards-based learning experiences in my classroom. resplain my expectations, instructional goals, grading system, and behavior policy to children and parents communicate and cooperate with each parent to ensure the best education possible take advantage of professional development opportunities in order to meet the needs of individual students provide high quality homework assignments that adhere to district guidelines and adjust homework due to virtual learning (asynchronous) as necessary respect the confidentiality of information regarding students, parents, & school personnel be fair, firm, and consistent in my application of school and classroom rules	Teacher's Signature
As principal, and on behalf of the support staff, I will: create a welcoming environment, in person and virtually, for children and parents maintain high expectations for student achievement ensure a safe and orderly learning environment, in person and virtually reinforce the partnership between child, parent and staff act as the instructional leader by supporting teachers in their classrooms provide appropriate in-services and training for teachers and parents provide opportunities to observe, volunteer, or participate in classroom activities respect the confidentiality of information regarding students, parents, & school personnel	Liseeth Ramos, Principal



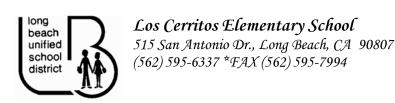
Los Cerritos Elementary School 515 San Antonio Drive, Long Beach, CA 90807 (562) 595-6337 * Fax (562) 595-7994

Approved: 10/17/2023

Primaria Los Cerritos Compacto de la escuela y padres 2023-2024

Este acuerdo es una promesa de trabajar juntos. Creemos que juntos podemos mejorar la enseñanza y el aprendizaje. Sabemos que el aprendizaje solo puede tener lugar cuando hay una combinación de esfuerzo, interés y motivación. Cómo estamos comprometidos con el éxito de su hijo en la escuela, haremos todo lo posible para promover su rendimiento. (Tenga en cuenta que la sección resaltada solo se aplica a los estudiantes en cuarentena o si volvemos al aprendizaje en línea según los mandatos de la ciudad).

Como estudiante cumpliré con el Compromiso de Los Cerritos, que es: Como estudiante triunfador de Los Cerritos, prometo trabajar duro para aprender. Siempre me esforzaré por obtener la mejor educación posible. Seré responsable de completar mi trabajo escolar y tarea a tiempo. Seré honesto y justo con todos, y seguiré todas las reglas de la escuela. Los Cerritos será una mejor escuela gracias a mí.	Firma del estudiante
Como padre: ◆ proporcionaré un tiempo de estudio tranquilo en casa (lo mejor posible en medio de una pandemia) y alentaré buenos hábitos de estudio ◆ Hablaré con mi hijo sobre su escuela. ◆ Participaré en actividades escolares, incluidas actividades virtuales. , incluida la conferencia anual de padres y maestros. ◆ animar a mi hijo a leer leyéndole a él/ella y leyéndome a mí mismo ◆ limitar el "tiempo de pantalla" de mi hijo, según corresponda durante el tiempo de aprendizaje a distancia (ver televisión, uso de Internet y juegos de video) y ayudar a seleccionar programas/sitios web que valgan la ◆ peña el maestro de mi hijo con las expectativas de su salón de clases, incluidas las expectativas del salón de clases virtual ◆ asegurar que mi hijo tenga asistencia regular ◆ asegurar que mi hijo llegue a tiempo, listo para aprender ◆ cuando recoja y deje a los estudiantes de Los Cerritos, estará especialmente atento al tráfico peatonal; especialmente el de los niños. Obedeceré a todas las leyes de tránsito y estacionamiento. • ir directamente al personal de la escuela con cualquier pregunta o inquietud que pueda tener • respetar la confidencialidad de la información sobre los estudiantes, los padres y el personal de la escuela	Firma de los padres
 Como maestro: proporcionaré instrucción diferenciada y de alta calidad, así como experiencias de aprendizaje basadas en estándares interesantes y desafiantes en mi salón de clases. explicar mis expectativas, objetivos de instrucción, sistema de calificación y política de conducta a los niños y los padres comunicarse y cooperar con cada padre para garantizar la mejor educación posible aprovechar las oportunidades de desarrollo profesional para satisfacer las necesidades de los estudiantes individuales proporcionar tareas de alta calidad que cumplan con las pautas del distrito y ajustar la tarea debido al aprendizaje virtual (asincrónico) según sea necesario. Respetar la confidencialidad de la información sobre los estudiantes, los padres y el personal escolar. Ser justo, firme y consistente en mi aplicación de las reglas escolares y 	Firma del maestro/a
 y en nombre del personal de apoyo, yo: crearé un ambiente acogedor, en persona y virtualmente, para niños y padres, mantendré altas expectativas para el rendimiento de los estudiantes, aseguraré un ambiente de aprendizaje seguro y ordenado, en persona y virtualmente reforzaré la asociación entre niño, padre y el personal actúa como el instrumento líder instruccional al apoyar a los maestros en sus salones de clases brindar servicios internos y capacitación apropiados para maestros y padres brindar oportunidades para observar, ser voluntario o participar en las actividades del salón de clases respetar la confidencialidad de la información sobre los estudiantes, los padres y el personal escolar 	Liseeth Ramos, directora



PARENT INVOLVEMENT GUIDELINES 2023-2024

Los Cerritos recognizes that parents from throughout our ethnically diverse population serve as an invaluable resource in the process of educating children. Los Cerritos believes that a child's education is a responsibility shared by the family and school. To assure a collaborative partnership, the Los Cerritos staff is committed to providing parent involvement activities which promote an effective home-school partnership by:

- 1. Encouraging and facilitating parental interest and involvement in school organizations and activities including identifying and involving parents in instructional and support roles (School Site Council, Parent Teacher Association, Volunteers In Public Schools).
- 2. Conducting a parent survey annually to review the school programs and activities.
- 3. Ongoing planning of the program by representatives of staff and parents in the School Site Council.
- 4. Providing information regarding school programs through Single Plan for Student Achievement (SPSA), Parent Teacher Association website (loscerritospta.org), Los Cerritos Parent Bulletin, and school website.
- 5. Providing a bulletin board in the school office to inform parents and communicating these resources electronically as well as school district and community resources to assist with needed services (e.g. Parent Resource Centers).
- 6. Consulting on an ongoing basis with parents concerning the manner in which the school and parents can work together to plan, design, implement, and evaluate school programs to ensure student academic progress.
- 7. Encouraging parents to assume school and district leadership roles in governance, advisory, and advocacy decision making processes (School Site Council [SSC], District Community Advisory Committee [DCAC], District English Learner Advisory Committee [DELAC], Coalition of Involved African American Parents [CIAAP], Special Education Community Advisory Committee [CAC] and Parent Forums).
- 8. Conducting regular School Site Council meetings for formulating suggestions, sharing experiences, and participating in decision-making.
- 9. Announcing meeting times and locations in bulletins, on school webpage, and/or on school marquee.
- 10. Providing parents with the knowledge and strategies to assist their children in learning at home, in the community, and at school (Parent Teacher Association website, District English Learner Advisory Committee, and Parent in-services).
- 11. Supporting the efforts of parents to work with their children to understand and attain the instructional objectives of the school (Back-to-School Night, Parent Conferences, and parent workshops).
- 12. Informing parents, teachers, and principals to build a partnership between the home and school to promote effective two-way communication regarding school programs (Los Cerritos Parent bulletin, ParentVue and School Site Council meetings).
- 13. Conducting parent-teacher conferences for reporting children's progress to their parents (achievement reports (progress reports), phone calls, emails, and notes home).
- 14. Providing opportunities for parents to observe classrooms and volunteer (Volunteer In Public Schools, field trips, Public Schools Week, Open House, and Science Fair).
- 15. Providing an annual Home-School Compact written by parents and school staff describing ways parents will be responsible for supporting their children's learning (monitoring attendance, homework

- completion, amount of time spent in front of a screen watching television or playing video games, and participating in school events).
- 16. Encourage parents/guardians to, virtually or when appropriate, serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.
- 17. Include parents and guardians of English Language Learners in the development, implementation, and evaluation of core and categorical programs for English learners. Inform parents about how they can be involved in the education of their children and be active participants in assisting their children to achieve English proficiency, achieve at high levels in core academic subjects and meet challenging state academic standards expected of all students.

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.

LEGAL REFERENCES
EDUCATION CODE
11500-11506 Programs to encourage parental involvement
LABOR CODE
230.8 Time off to visit child's school

ADOPTION

Los Cerritos's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on 10/17/2023 and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before 10/23/2023. Los Cerritos, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Signature of Principal

____10/17/2023_____
Date

Adopted: January 28, 1991 Revised: October 17, 2023

> LONG BEACH UNIFIED SCHOOL DISTRICT Los Cerritos School Site Council



Los Cerritos Elementary School

515 San Antonio Dr., Long Beach, CA 90807 (562) 595-6337 *FAX (562) 595-7994

Pautas para la participación de los padres 2023-2024

Los Cerritos reconoce que los padres de toda nuestra población étnicamente diversa sirven como un recurso invaluable en el proceso de educación de los niños. Los Cerritos cree que la educación de un niño es una responsabilidad compartida entre la familia y la escuela. Para asegurar una asociación colaborativa, el personal de Los Cerritos se compromete a proporcionar actividades de participación de los padres que promuevan una asociación efectiva entre el hogar y la escuela al:

- 1. Fomentar y facilitar el interés y la participación de los padres en las organizaciones y actividades escolares, incluida la identificación y participación de los padres en roles de instrucción y apoyo (Consejo Escolar, Asociación de Padres y Maestros, Voluntarios en las Escuelas Públicas).
- 2. Llevar a cabo una encuesta de padres anualmente para revisar los programas y actividades escolares.
- 3. Planificación continua del programa por parte de los representantes del personal y los padres en el consejo del sitio escolar.
- 4. Proporcionar información sobre los programas escolares a través del Plan Único para el Rendimiento Estudiantil (SPSA), el sitio web de la Asociación de Padres y Maestros (loscerritospta.org), el Boletín de Padres de Los Cerritos y el sitio web de la escuela.
- 5. Proporcionar un tablón de anuncios en la oficina de la escuela para informar a los padres y comunicar estos recursos electrónicamente, así como recursos comunitarios y del distrito escolar para ayudar con los servicios necesarios (por ejemplo, Centros de recursos para padres).
- 6. Consultar continuamente con los padres sobre la manera en que la escuela y los padres pueden trabajar juntos para planificar, diseñar, implementar y evaluar programas escolares para garantizar el progreso académico de los estudiantes.
- 7. Animar a los padres a asumir roles de liderazgo escolar y distrital en los procesos de toma de decisiones de gobierno, asesoramiento y defensa (Consejo del Plantel Escolar [SSC], Comité Asesor de la Comunidad del Distrito [DCAC], Comité Asesor de Aprendices de Inglés del Distrito [DELAC], Coalición de Padres Afroamericanos Involucrados) [CIAAP], Comité Asesor Comunitario de Educación Especial [CAC] y Foros de Padres).
- 8. Llevar a cabo reuniones regulares del Consejo Escolar para formular sugerencias, compartir experiencias y participar en la toma de decisiones.
- 9. Anunciar los horarios y lugares de las reuniones en boletines, en la página web de la escuela y/o en la marquesina de la escuela.
- 10. Proporcionar a los padres el conocimiento y las estrategias para ayudar a sus hijos a aprender en el hogar, en la comunidad y en la escuela (sitio web de la Asociación de Padres y Maestros, Comité Asesor de Aprendices de Inglés del Distrito y Capacitación para Padres).
- 11. Apoyar los esfuerzos de los padres para trabajar con sus hijos para comprender y alcanzar los objetivos educativos de la escuela (Noche de Regreso a la Escuela, Conferencias de Padres y talleres para padres).
- 12. Informar a los padres, maestros y directores para construir una asociación entre el hogar y la escuela para promover una comunicación bidireccional efectiva con respecto a los programas escolares (Boletín para padres de Los Cerritos, ParentVue y reuniones del Consejo del sitio escolar).
- 13. Llevar a cabo conferencias de padres y maestros para informar el progreso de los niños a sus padres (informes de rendimiento (informes de progreso), llamadas telefónicas, correos electrónicos, y apuntes a casa).

- 14. Brindar oportunidades para que los padres observen las aulas y se ofrezcan como voluntarios (Voluntarios en las Escuelas Públicas, excursiones, Semana de las Escuelas Públicas, Casa Abierta y Feria de Ciencias).
- 15. Proporcionar un contrato anual entre el hogar y la escuela escrito por los padres y el personal de la escuela que describa las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos (supervisar la asistencia, completar la tarea, la cantidad de tiempo que pasan frente a una pantalla viendo televisión o juegos de video, y participar en eventos escolares).
- Anime a los padres/tutores a, virtualmente o cuando sea apropiado, servir como voluntarios en las 16. escuelas, asistir a presentaciones estudiantiles y reuniones escolares, y participar en consejos escolares, consejos asesores y otras actividades en las que puedan desempeñar funciones de gobierno, asesoramiento y defensa.
- Incluir a los padres y tutores de los estudiantes del idioma inglés en el desarrollo, implementación y 17. evaluación de programas básicos y categóricos para estudiantes de inglés. Informar a los padres sobre cómo pueden participar en la educación de sus hijos y ser participantes activos para ayudar a sus hijos a lograr el dominio del inglés, alcanzar altos niveles en las materias académicas básicas y cumplir con los exigentes estándares académicos estatales que se esperan de todos los estudiantes.

Los planes escolares delinearán medidas específicas que se tomarán para aumentar la participación de los padres en la educación de sus hijos, incluidas las medidas diseñadas para involucrar a los padres/tutores con barreras culturales, idiomáticas u otras que puedan inhibir dicha participación.

REFERENCIAS LEGALES CÓDIGO DE EDUCACIÓN 11500-11506 Programas para fomentar la participación de los padres CÓDIGO LABORAL 230.8 Tiempo libre para visitar la escuela del niño

ADOPCIÓN

Primaria de Los Cerritos han sido desarrolladas conjuntamente y acordadas por las familias de los niños que participan en los programas Título I, Parte A. Las Pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 17/10/2023 y estarán vigentes por el período de <u>un año escolar</u>. La escuela distribuirá las Pautas a todas las familias el 23/10/2023. Los Cerritos, cuando sea factible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

Firma del Director	
17/11/2023	
Fecha	

adopción: 28 de enero de 1991 Revisado: 17 de octubre 2923

DISTRITO ESCOLAR UNIFICADO DE LONG BEACH Escuela Los Cerritos Consejo Escolar