School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
J. H. McGaugh Elementary School	30739246030514	2/3/21	February 23, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Los Alamitos Unified School District (Los Al USD) serves three distinct communities: The City of Los Alamitos, the City of Seal Beach, and the unincorporated community of Rossmoor. The students of Los Al USD are diverse, high-achieving, and contribute greatly to the District's culture of excellence. Los Al USD prepares students for post-secondary opportunities through unparalleled professional development for teachers, by maintaining and prioritizing low-class sizes TK-12, by providing enrichment and intervention programs for all students, and emphasizing school connectedness through the 4 A's: Academics, Athletics, Activities, and The Arts.
The community-at-large supports Los Al USD by way of strong PTA, Booster, "Friends Of", and other fundraising groups. A fourth of Los Al USD's population has attended District schools, and over 90% of Los Al residents claim they live in Los Al as a result of the high-quality schools. Los Al USD continues to be at the forefront of achievement evidenced by its graduation rate, A-G completion rate, being on the College Board's Advanced Placement (AP) Honor Roll for seven consecutive years, and its overall performance on CAASPP.
Los Alamitos Unified School District prides itself on a best first instruction approach. this includes:
- A rigorous 5-year professional development plan for all teachers within their first five years.
- Ongoing training and coaching in District Signature Practices for all teachers.
- Instructional networking model used for demonstration lessons and coaching provided by Teachers on Special Assignment.
- Robust K-12 intervention programs and extended learning opportunities.
- Focus on technology and transformational learning with Project Lead the Way, Makerspaces, and Career Technical Education Pathways.
- Implementation of a 3-year plan for Next Generation Science Standards.

- Increased focus on inquiry-based instruction across all content areas.
- One of four districts in the United States named to the College Board's Advanced Placement Honor Roll seven years in a row.
- K-12 Summer School programs providing small group, targeted instruction for students who benefit from remediation or continued skill application.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Input from Staff:

McGaugh staff and teacher leadership team give regular input to develop our school goals and professional development target areas for the 2019-20 school year. After analyzing CAASPP assessment results, our 6 focus areas were confirmed. McGaugh will be centering all staff development at the site in key areas that align with Los Alamitos Unified Signature Practice Areas:

1. Improve reading instruction through a balanced literacy program including a focus on fluency, comprehension, and systematic vocabulary developmentusing Reader's Workshop in grades K-5.

2. Improve students' conceptual understanding, mathematical reasoning, and problem solving strategies by using Cognitively Guided Instruction (CGI), and MIND ST Math software.

3. Improve primary classroom instruction through the use of Thinking Maps and Depth and Complexity prompts to deepen conceptual understanding and academic vocabulary.

4. Continue to provide intensive interventions for students not proficient in grade level standards both during (RTI) and after school Intervention programs where applicable and available.)

5. Continue to develop the Professional Learning Community model school wide.

6. Develop competency with the Common Core State Standards through the lenses of 21st century learning (technology), non-fiction reading and writing, and deep thinking and questioning.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The following instructional elements have been noted in classroom observations Kindergarten through 5th grade:

· Teachers adhere to standards based instructional models and use district curriculum with integrity and fidelity.

· Response to Intervention, with a focus on Reading to provide focused intervention to all groups from students who demonstrate the need for intense intervention to students needing extension strategies

· Teachers augment district curriculum with research proven instruction programs such as Reader's and Writer's Workshop, Fosnot Math, and CGI.

- There is evidence of advance planning for instruction.
- Teachers routinely use research based instructional strategies such as pair-share, peer modeling, small group instruction, discussion and debate, icons, and thinking maps to enhance student learning.
- Students are consistently engaged in learning.
- There is an appropriate level of rigor and challenge at all grade levels.
- Assessment is used to monitor the effectiveness of daily instruction. Teachers document student achievement, analyze student strengths and weaknesses, and use this information to prepare and differentiate their lessons accordingly.
- Small group intervention with specific teaching points is evident throughout the curriculum.
- Grade levels collaborate using the Professional Learning Community model. This provides opportunities for teachers to meet, collaborate, develop common assessments, and track student progress on a routine basis.
- Instructional time is used efficiently and effectively.
- Use of MIND ST Math Program
- Technology (computers, projectors, and document cameras) are widely used for instructional purposes at all grade levels.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All teachers analyze data from the CAASPP, district benchmarks, and local common assessments to design and differentiate instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All teachers analyze data from the CAASPP, district benchmarks, and local common assessments to design and differentiate instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

School meets criteria.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

School meets criteria.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

School meets criteria.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

School mentors and grade level experts provide this function.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All grade levels have weekly and monthly release time to collaborate and share best practices.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

School meets criteria.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

School meets criteria.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

School meets criteria.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

School meets criteria.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

School meets criteria.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

School meets criteria.

Evidence-based educational practices to raise student achievement

School meets criteria.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

School meets criteria.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School meets criteria.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

School meets criteria.

Fiscal support (EPC)

School meets criteria.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council members met and reviewed the school budget as well as the SPSA. All changes and updates were discussed and agreed upon at the February 3, 2021 SSC meeting.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Any inequalities with regards to resources have been addressed and are continually being evaluated.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
American Indian	0.25%	0.24%	0%	2	2	0
African American	2.40%	2.56%	2.35%	19	21	19
Asian	5.81%	6.11%	6.79%	46	50	55
Filipino	1.52%	1.95%	1.73%	12	16	14
Hispanic/Latino	21.34%	23.2%	24.44%	169	190	198
Pacific Islander	0.38%	0.85%	0.99%	3	7	8
White	60.73%	57.63%	55.8%	481	472	452
Multiple/No Response	0.25%	0.37%	7.53%	2	3	3
			Total Enrollment	792	819	810

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	17-18	**18-19**	**19-20**
Kindergarten	162	153	176
Grade 1	123	138	115
Grade 2	124	125	139
Grade3	128	126	123
Grade 4	137	128	127
Grade 5	118	149	130
Total Enrollment	792	819	810

Conclusions based on this data:

1. Our student population is stable with a slight increase from 2019-20 to 2020-21

2. The ethnic makeup of McGaugh has seen no significant change in the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	16	15	18	2.0%	1.8%	2.2%
Fluent English Proficient (FEP)	22	26	20	2.8%	3.2%	2.5%
Reclassified Fluent English Proficient (RFEP)		7	0	0	43.8%	0.0%

Conclusions based on this data:

1. Our English Learner population is fairly stable.

2. Our FEP population has decreased over the past three years.

3. While our population of EL students is low, our reclassification of EL students has remained constant.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	145	128	124	142	124	120	142	124	120	97.9	96.9	96.8
Grade 4	115	142	126	113	141	122	113	141	122	98.3	99.3	96.8
Grade 5	159	117	151	157	114	149	157	114	149	98.7	97.4	98.7
All	419	387	401	412	379	391	412	379	391	98.3	97.9	97.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2480.	2467.	2487.	47.89	41.94	51.67	23.94	25.00	23.33	19.01	22.58	15.00	9.15	10.48	10.00
Grade 4	2530.	2536.	2521.	53.10	58.87	46.72	23.01	20.57	28.69	14.16	12.77	12.30	9.73	7.80	12.30
Grade 5	2541.	2577.	2556.	35.67	53.51	44.30	35.67	27.19	30.20	12.10	12.28	12.08	16.56	7.02	13.42
All Grades	N/A	N/A	N/A	44.66	51.72	47.31	28.16	24.01	27.62	15.05	15.83	13.04	12.14	8.44	12.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	38.73	38.71	51.67	42.96	47.58	37.50	18.31	13.71	10.83
Grade 4	49.56	43.97	44.26	39.82	46.10	45.08	10.62	9.93	10.66
Grade 5	39.49	55.26	51.68	42.04	36.84	34.90	18.47	7.89	13.42
All Grades	41.99	45.65	49.36	41.75	43.80	38.87	16.26	10.55	11.76

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.59	33.06	44.17	42.96	51.61	46.67	8.45	15.32	9.17
Grade 4	45.13	47.52	38.52	45.13	43.26	49.18	9.73	9.22	12.30
Grade 5	43.95	56.14	39.60	42.68	35.09	49.66	13.38	8.77	10.74
All Grades	45.87	45.38	40.66	43.45	43.54	48.59	10.68	11.08	10.74

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	37.32	33.87	38.33	54.23	57.26	54.17	8.45	8.87	7.50
Grade 4	31.86	40.43	34.43	60.18	55.32	60.66	7.96	4.26	4.92
Grade 5	32.48	34.21	29.53	53.50	59.65	59.73	14.01	6.14	10.74
All Grades	33.98	36.41	33.76	55.58	57.26	58.31	10.44	6.33	7.93

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	47.18	42.74	44.17	40.14	43.55	44.17	12.68	13.71	11.67
Grade 4	53.10	62.41	40.16	38.05	27.66	50.00	8.85	9.93	9.84
Grade 5	38.85	63.16	52.35	47.13	27.19	34.90	14.01	9.65	12.75
All Grades	45.63	56.20	46.04	42.23	32.72	42.46	12.14	11.08	11.51

Conclusions based on this data:

1. Grade 3 has shown a significant increase in ELA students EXCEEDING STANDARDS (10% more); a slight decrease in students MEETING standards; and a 7% decrease in students NOT MEETING standards.

2. Grade 4 has shown a 12% decrease in students EXCEEDING standards; an 8% increase in students MEETING standards; and a slight increase in students NEARLY MEETING and NOT MEETING standards.

3. Grade 5 has shown a great decrease in EXCEEDING (9% points) a slight increase in MEETING and an increase in students NOT MEETING standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	145	128	125	142	122	120	142	122	120	97.9	95.3	96
Grade 4	115	142	126	113	141	122	113	141	122	98.3	99.3	96.8
Grade 5	159	117	151	157	114	149	157	114	149	98.7	97.4	98.7
All Grades	419	387	402	412	377	391	412	377	391	98.3	97.4	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2494.	2484.	2498.	48.59	43.44	53.33	28.87	30.33	28.33	17.61	18.03	10.83	4.93	8.20	7.50
Grade 4	2540.	2549.	2543.	47.79	54.61	51.64	33.63	26.24	24.59	12.39	16.31	18.03	6.19	2.84	5.74
Grade 5	2547.	2574.	2563.	39.49	54.39	46.98	23.57	19.30	20.81	21.66	19.30	19.46	15.29	7.02	12.75
All Grades	N/A	N/A	N/A	44.90	50.93	50.38	28.16	25.46	24.30	17.72	17.77	16.37	9.22	5.84	8.95

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61.97	61.48	67.50	29.58	23.77	21.67	8.45	14.75	10.83
Grade 4	68.14	68.09	67.21	23.89	21.99	22.95	7.96	9.93	9.84
Grade 5	49.04	61.40	54.36	30.57	25.44	27.52	20.38	13.16	18.12
All Grades	58.74	63.93	62.40	28.40	23.61	24.30	12.86	12.47	13.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	52.11	45.08	57.50	40.85	43.44	36.67	7.04	11.48	5.83
Grade 4	50.44	53.19	52.46	38.05	39.01	36.07	11.50	7.80	11.48
Grade 5	36.94	46.49	42.95	43.95	42.11	42.95	19.11	11.40	14.09
All Grades	45.87	48.54	50.38	41.26	41.38	38.87	12.86	10.08	10.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	59.86	51.64	59.17	32.39	38.52	31.67	7.75	9.84	9.17
Grade 4	50.44	60.99	52.46	44.25	32.62	34.43	5.31	6.38	13.11
Grade 5	37.58	42.98	41.61	46.50	45.61	45.64	15.92	11.40	12.75
All Grades	48.79	52.52	50.38	41.02	38.46	37.85	10.19	9.02	11.76

Conclusions based on this data:

1. Grade 3 increased in the number of students EXCEEDING (10%) and a slight decrease in MEETING (2%) standards and a great **decrease** (10%) in students NEARLY MEETING and NOT MET.

2. Grade 4 has shown a slight decrease (3%) in EXCEEDING and a slight decrease in MEETING (1.3%) greater increase (5%) in students NEARLY MET and NOT MET.

3. Grade 5 has shown a decrease (5%) in students EXCEEDING and a slight increase (1.5%) in students MEETING and an increase (5%) in students NOT MEETING standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5		*		*		*		4
All Grades							17	17

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*		*	*	*
2	*	*		*	*	*		*	*	*
3		*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*
All Grades	*	23.53	*	41.18	*	11.76	*	23.53	17	17

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*		*	*	*
2	*	*		*	*	*		*	*	*
3	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	*	29.41	*	35.29	*	17.65	*	17.65	17	17

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

2	*	*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
All Grades	*	23.53	*	17.65	*	41.18	*	17.65	17	17

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
All Grades	*	29.41	*	52.94	*	17.65	17	17

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	*	29.41	*	47.06	*	23.53	17	17

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	11.76	*	64.71	*	23.53	17	17

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
All Grades	*	23.53	*	52.94	*	23.53	17	17

Conclusions based on this data:

1. NO data collected

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
819	**18.3**	**1.8**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	15	1.8
Foster Youth	2	0.2
Homeless	4	0.5
Socioeconomically Disadvantaged	150	18.3
Students with Disabilities	127	15.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	21	2.6
American Indian	2	0.2
Asian	50	6.1
Filipino	16	2.0
Hispanic	190	23.2
Two or More Races	58	7.1
Pacific Islander	7	0.9
White	472	57.6

Conclusions based on this data:

1. McGaugh has a majority population of 58% White; 23% Hispanic; 7% multi-race; 6% Asian; and 2.6% African American. In addition, our Socio-economically disadvantaged population has increased from 14.4% to 18.3% and our Students with Disabilities increased from 14.6% 15.5%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Green		

Conclusions based on this data:

1. The Dashboard indicates that we are performing at or above state average. We are working to improve our attendance and lower our Chronic absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	1	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
54.2 points above standard	10.4 points above standard	0 Students
Declined -4.4 points	Declined Significantly -15.2 points	
387	15	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Orange
Less than 11 Students - Data Not Displayed for Privacy	52.9 points above standard	46.5 points below standard
2	Increased ++14.1 points	Declined Significantly -22.8 points
	58	62

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	79.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
10	1	Increased ++12.9 points	5
		20	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
42.9 points above standard	35.2 points above standard	0 Students	57.6 points above standard
Declined -6.7 points	Declined Significantly -27.8 points		Maintained -2.8 points
85	20		246

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	55.8 points above standard
8	7	Declined -3.2 points
		364

Conclusions based on this data:

1. We are proud of our "GREEN" rating in the areas of Hispanic learners at nearly 43 points above state average; White learners at nearly 58 points above the state average points; and our Low-Income learners performed **53** points above state standard and increased by 14 points this year and 16 points last year.

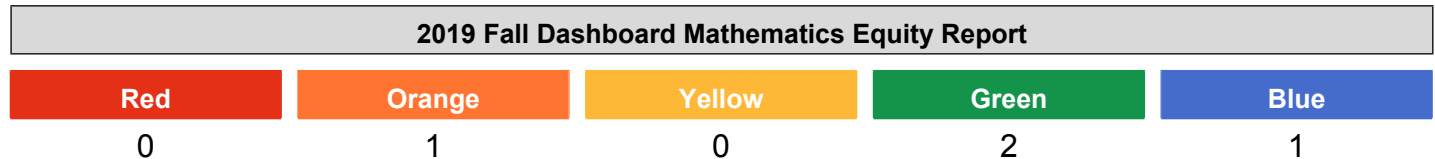**2.** Students with disabilities decreased by nearly 23 points from last year.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	
51.6 points above standard	17.3 points above standard	
Declined -3 points	Declined -5.4 points	
387	15	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	34.5 points above standard	39.4 points below standard
	Increased ++10.4 points	Declined -13.5 points
2	58	62

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	91.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Increased Significantly ++19.4 points	
10	1	20	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Blue
24.2 points above standard	56.6 points above standard		57.1 points above standard
Declined -12.7 points	Maintained ++2.2 points		Maintained -1 points
85	20		246

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	52.6 points above standard
		Maintained -2.4 points
8	7	364

Conclusions based on this data:

1. While our Hispanic learners at 24 points above state average, the performance rate decreased by nearly 13 points; White learners are at 57 points above the state average and stayed the same (-1%); and our Low-Income learners performed 34 points above state standard and increased by 10 points.

**2.** Students with disabilities decreased by 13.5 points from prior year.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
66.7 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: Very High
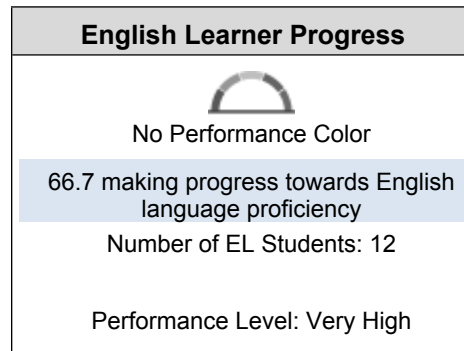
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6	16.6		66.6

Conclusions based on this data:

1. Out of the 12 EL students tested, nearly 67% are making strong progress toward language proficiency. and 83% are either maintaining or growing in their language acquisition skills.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

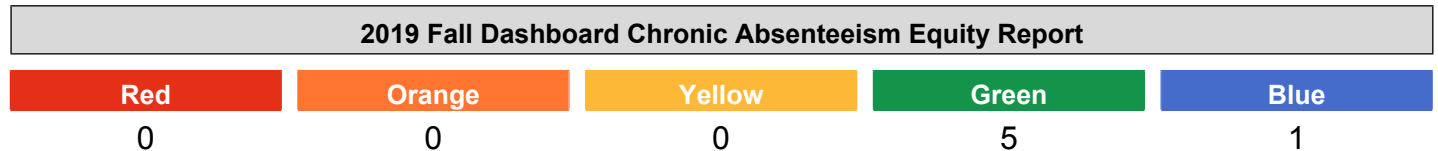**Conclusions based on this data:**

1. Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	5	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
4	4	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.2	Declined -14.8	2
847	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	8.1	6.8
5	Declined -1.4	Declined -0.6
	160	147

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
4	Less than 11 Students - Data Not Displayed for Privacy	3.8	11.8
Declined -6.5	2	Declined -0.5	Increased +11.8
25		52	17
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Green
3.6	1.6	Less than 11 Students - Data Not Displayed for Privacy	4.1
Declined -0.9	Maintained -0.1	7	Maintained +0.4
196	61		487

Conclusions based on this data:

1. Our overall chronic absenteeism has decreased from prior year in most areas with the exception of the Filipino population. The majority of the chronic absenteeism comes from the significant subgroups of socioeconomically disadvantaged students followed by students with disabilities.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	1	3
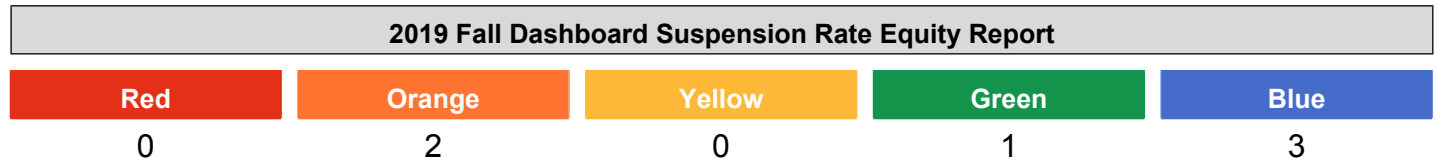
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.5	0	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.3	Maintained 0	3
885	25	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	1.2	1.3
5	Increased +1.2	Increased +1.3
	166	151

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Blue	No Performance Color
3.7	Less than 11 Students - Data 2	0	0
Increased +3.7		Maintained 0	Maintained 0
27		53	19

Hispanic	Two or More Races	Pacific Islander	White
Green	Blue	No Performance Color	Blue
0.5	0	Less than 11 Students - Data 7	0.4
Increased +0.5	Maintained 0		Maintained +0.2
203	64		510

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.1	0.5

Conclusions based on this data:

1. Suspensions are rare, not enough of an impact show any increase or decrease.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELA

LEA/LCAP Goal

Goal Two: Exemplary Student Programs

Goal 1

One hundred percent of McGaugh's students in grades 3-5 will demonstrate proficiency in reading as measured on the 2020-2021 CAASPP ELA assessment and all students will achieve the end of year target for grade level reading proficiency on the end of the year F&P Reading Assessment.

Identified Need

The 2019 school year was the last time students took the CAASPP in ELA. McGaugh's School Accountability Report Card indicates that in English language arts, 74.94% of students met or exceed the standard schoolwide. This leaves a margin of growth for 25% of students to meet the goal. Additionally, there was a great need among the socioeconomically disadvantaged students that had a passing rate of 66.67%. Lastly there's a need to identify potential learning loss due of students (TK-5th Graders) to a pause in traditional learning due the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Accountability Report Card	74.94% of all students in grades 3-5 met or exceeded the standard for ELA.	100% of students in grades 3-5 will meet or exceed the standard in ELA.
California School Accountability Report Card	66.7% of social economically disadvantaged students met or exceed the standard for ELA.	Increase the scores for this population of students by 3% and outperform state and county averages.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with a specific emphasis on socioeconomically disadvantaged students.

Strategy/Activity

Grade level teams will meet on a biweekly basis to identify students that need to make growth to meet grade level standards on the F&P Reading Assessment. The teams will develop common assessments and interventions that align with the Common Core Standards for ELA to meet the needs of struggling students with an emphasis on the progress of socioeconomically disadvantaged students and ELLs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Unrestricted 0000: Unrestricted Grade Level Collaboration

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students identified by assessment results

Strategy/Activity

McGaugh has implemented an intensive reading intervention program that provides targeted students in grades K-5 with intensive instruction related to phonemic awareness and fluency. Targeted K students will attend intervention 4x's weekly during and after school. Students in grades 1-3 receive instruction through the SURF Club (lab) throughout the day as a "double-dose" of their reading instruction. Students in grades 4-5 attend Intervention 4x's weekly with a credentialed classroom teacher. Students in Grades 2-5 are all engaged in Reading Plus Intervention 5x's weekly. Students performing below their grade level have the opportunity to go to an after-school reading Plus Intervention 2 x's weekly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Various models of Response-to-Instruction (RTI) will be used to meet the needs of students across the grade levels. All models will utilize flexible grouping strategies based on students current needs as identified by classroom teachers using multiple methods of assessments. RtI interventions in ELA at all grade levels will begin in November 2020 and run through May 2021.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Response to Intervention

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All K-2 teachers will implement literacy strategies learned as participants in intensive training delivered by a literacy expert throughout the course of the 2020-2021 school year. This Reading Fundamentals of the Common Core training will be supported through classroom-based coaching by the District's literacy coach. Teachers will continue to participate in training related to Reader's/Writer's Workshop and share strategies that they use in their classrooms during structured collaboration time.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified Professional Development

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA best practices including Thinking Maps, Depth and Complexity Icons, Guided Reading, Reader's and Writer's Workshop models, Reading Plus and direct instruction in academic vocabulary and expert level comprehension strategies will be implemented and used daily to increase students' fluency and comprehension skills.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified None Specified Collaboration & Professional Development

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Identification of potential learning loss due to a move to distance learning and a modified hybrid learning schedule and then provide intervention support of evidence-based strategies to mitigate learning loss and also to support students (K-5th) that are two or more grade levels below in ELA. Additional supports will be provided for foundation reading skills, sight words and high frequency words in Kindergarten, 1st, and 2nd grade; and intervention supports for reading comprehension and fluency in grades 3-5. Expansion of Digital Library through Sora will support foundation reading. Expanded digital library to include sets of books that include grade level appropriate reading levels, culturally relevant fiction and nonfiction texts, low level / high interest titles (to engage struggling readers), including native language texts (to support English Learners) native language audiobooks (in English and native languages), and books with integrated assistive supports (text to speech, built in dictionary, context imbedded references and resources), to create access to literature for all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

Goal Two: Exemplary Student Programs

Goal 2

One hundred percent of McGaugh's students will perform at the proficient or advanced level on Los Alamitos Unified School District's Math Benchmark Assessment, with all students in grades 3-5 achieving proficiency on the 2020-2021 CAASPP Math Assessment.

Identified Need

The 2019 school year was the last time students took the CAASPP for mathematics. McGaugh's School Accountability Report Card indicates that in math, 74.68% of students met or exceed the standard schoolwide. This leaves a margin of growth for 25% of students to meet the goal. Additionally, the greatest need was among the socioeconomically disadvantaged students that had a passing rate of 68.33%, and English Language Learners that had a collective passing rate of 60%. Lastly there's a need to identify potential learning loss due of students (TK-5th Graders) to a pause in traditional learning due the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Accountability Report Card	74.68% of all students in grades 3-5 met or exceeded the standard for mathematics.	100% of students in grades 3-5 will meet or exceed the standard in mathematics.
California School Accountability Report Card	68.33% of social economically disadvantaged students met or exceed the standard for mathematics.	Increase the scores for this population of students by 3% and outperform state and county averages.
California School Accountability Report Card	60% of English Language Learners met or exceeded the standard for mathematics.	Increase the scores for this population of students by 3% and outperform state and county averages.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a specific emphasis on socioeconomically disadvantaged students and English Language Learners.

Strategy/Activity

Grade level teams will meet on a biweekly basis to identify students that need to make growth to meet grade level standards on the Los Alamitos Unified School District's Math Benchmark Assessment. The teams will develop common assessments and interventions that align with the Common Core Standards for mathematics to meet the needs of struggling students with an emphasis on the progress of socioeconomically disadvantaged students and ELLs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified
	Collaboration

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students with an emphasis on socioeconomically disadvantaged and English language learners.

Strategy/Activity

Various models of Response-to-Instruction (RTI) will be used to meet the needs of students across the grade levels. All models will utilize flexible grouping strategies based on students current needs as identified by classroom teachers using multiple methods of assessments. RtI interventions in Math at all grade levels will begin in November 2020 through May 2021.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	None Specified
	None Specified
	Response to Intervention

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers in Cohorts 1-5 will implement the strategies they learned in the three, half-day training/coaching sessions to improve knowledge of CGI instructional strategies and increase implementation of CGI instruction in the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Unrestricted
	None Specified
	Professional Development

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

MIND Spatial-Temporal web-based, mathematics software will continue to be used in grades TK-5. All students will use the program approximately one and a half (1.5) hours weekly to build conceptual mathematical skills. MIND ST Touch program will be purchased so MIND ST Math can be used on school iPads and at home on tablets/iPads.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	None Specified
	Instructional Resources

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Identification of potential learning loss due to a move to distance learning and a modified hybrid learning schedule and then provide intervention support of evidence-based strategies to mitigate learning loss and also to support students (K-5th) that are two grade levels or more below in mathematics. Reflex Math will be purchased to support mitigation of the learning loss. Reflex Math is an adaptive online system that helps students become fluent with their math facts. Research has shown the importance of fluency for students. Multiple studies have shown that students who can automatically recall math facts are more capable problem solvers, learn new math skills more quickly, and are more likely to succeed in their future mathematics courses. The NCTM, National Math Advisory Panel, and others highlight math fact fluency as a central pillar of every student's mathematics education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learners

LEA/LCAP Goal

Goal Two: Exemplary Student Programs

Goal 3

One hundred percent of McGaugh's English Language Learners will make a minimum of one year of growth toward English Language Proficiency as measured by the Annual ELPAC assessment. All students that meet the requirements to be recognized as "Fluent English Proficient" will be "re-designated" as such during the 2020-21 school year or during the current school year if appropriate.

Identified Need

There is a correlation between success of English Language Learners on the CAASSP and the passing rate of English Language Learners on the ELPAC. English Language Learners that had a collective passing rate of 60% on the 2019 ELA CAASSP assessment and _____ on the ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Accountability Report Card	60% of English Language Learners met or exceeded the standard for ELA.	Increase the scores for this population of students by 3% and outperform state and county averages.
ELPAC		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Differentiated instruction to meet the needs of English Learners in the classroom through targeted vocabulary instruction and intensive phonics intervention in the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Ongoing tracking of student progress on the annual ELPAC assessment, F&P reading assessments, and classroom-based writing assessments to ensure that paperwork is completed for all students that qualify for redesignation based on their progress throughout the school year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Expansion of Digital Library – Sora Expand digital library to include sets of books that include culturally relevant fiction and nonfiction texts, low level / high interest titles (to engage struggling readers), including native language texts (to support English Learners) native language audiobooks (in English and native languages), and books with integrated assistive supports (text to speech, built in dictionary, context imbedded references and resources), to create access to literature for all students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Professional Development

LEA/LCAP Goal

Goal One: Exemplary Teaching and Learning

Goal 4

Teachers will participate in ongoing, systematic professional development to deepen their knowledge of Los Alamitos Unified's Signature Practices and enhance the effectiveness of their classroom instruction.

Identified Need

In order to support the growth mindset for McGaugh teachers and continue to learn cutting edge effective teaching practices that meet the needs of all students, certificated staff need multiple opportunities for professional development with a specific emphasis on special education teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Third Grade Students

Strategy/Activity

McGaugh third grade teachers will participate in a minimum of two coaching/training sessions with the District's CGI Teacher on Special Assignment and Kindergarten through second grade teachers will participate in ongoing training in Balanced Literacy with our District Literacy Coach.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified

	None Specified Cost of substitute teachers

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Second Grade Students

Strategy/Activity

K-2nd Grade teachers will participate in three session of training in Reading Fundamentals of the Common Core.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Cost of substitute teachers

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Ongoing training and support for technology implementation provided by the District's Tech Team to support teachers as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500.00	Unrestricted 1000-1999: Certificated Personnel Salaries Cost of substitute teachers

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Participation in District-wide and Site-based full-day Professional Development in-service days and District-wide Grade Level Meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Environment

LEA/LCAP Goal

Goal Three: Exemplary Connections

Goal 5

To positively increase the school climate through parent engagement opportunities and to create a space for all students to increase their academic achievement due to expanded opportunities for school connectedness and improved attendance.

Identified Need

Students and families have an increased need for social and emotional learning due to the unexpected learning loss and change of learning conditions that COVID-19 has brought into education. Additionally, average daily attendance is impacted which creates a need to incentivize school connectedness through student leadership programs, engagement in the arts, and the fostering of a safe school environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries Attendance Reports	For the 2019-2020 school year___.	For the 2020-2021 school year, the average daily attendance report will either remain the same (due to COVID 19 related illnesses) or increase by 1%.
Parent engagement activities that support and further SEL.	No events.	Host three or more events for families.
Programs fostering student engagement on campus.	____	Maintain and or increase school connectedness activities on campus.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

All TK-5th grade students will have weekly art instruction by an art teacher.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000	Donations 1000-1999: Certificated Personnel Salaries Part-Time Art Teacher

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All K-5 grade students will participate in music instruction with a certificated music teacher at least 30-45 minutes each week.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60,000	General Fund 1000-1999: Certificated Personnel Salaries Part-Time Music Teacher

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

██

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

| 60,000 | General Fund
1000-1999: Certificated Personnel Salaries
Part-Time Music Teacher Salary |

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Fifth Grade Students

Strategy/Activity

██

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Part-time Music Teacher Salary

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

██

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Due to the increased stress caused by the pandemic, education and mental health leaders understand the need to establish one system of social-emotional and behavioral supports in schools. The Interconnected Systems Framework

(ISF), a standard component of PBIS, is a way to blend McGaugh's PBIS with mental health supports in schools by encouraging the following:

· Identify and adopt a structured and comprehensive universal screening process to catch internalizing and externalizing student needs
· All school personnel to be trained on how to recognize mental health challenges and what to do if they're concerned
· Mental health support is provided for every student
· Social-emotional and behavioral skills to be taught by all staff, across all settings, and embedded in all curricula.
· Schools use data to ensure there is a plan to ensure core social-emotional and behavioral competencies are the focus
· Explore how school physiologist (and interns) become part of multi-tiered school teams to address the social-emotional and behavior needs of all students
· Implement strategies to engage all parents and families
· Parent workshops, where parents-trainers work with other parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$61,752.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$157,500.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Donations	$35,000.00
General Fund	$120,000.00
None Specified	$0.00
Unrestricted	$2,500.00

Subtotal of state or local funds included for this school: $157,500.00

Total of federal, state, and/or local funds for this school: $157,500.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Donations	35,000.00
General Fund	120,000.00
None Specified	0.00
Unrestricted	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	157,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Donations	35,000.00
1000-1999: Certificated Personnel Salaries	General Fund	120,000.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Unrestricted	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00

Goal 2	0.00
Goal 4	2,500.00
Goal 5	155,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Dr. Issaic Gates	Principal
Wendy Wood (Alt)	Other School Staff
Sarah Medina (Alt)	Classroom Teacher
Alysha Brendel	Classroom Teacher
Cari McQuiston	Classroom Teacher
Kerri Pallone	Other School Staff
Claudia Vecchio Wille	Other School Staff
Justin Fenton	Parent or Community Member
Farnaz Pardasani	Parent or Community Member
Erin Erice	Parent or Community Member
Olaina Anderson	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 2/03/2021.

Attested:

Principal, Dr. Issaic Gates on 2/03/2021

SSC Chairperson, Olaina Anderson on 2/03/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i.   strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i.   strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v.   strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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