

School Year: **2023-24**

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
Los Cerritos School	19648736021448	October 26, 2023	December 12, 2023

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.

Based on available data, the SPSA includes actionable steps, allocation of resources, and analysis to improve targeted areas of need.

The Los Cerritos SPSA is aligned to the following LCAP goals:

Goal 1: Academics- High Quality Instruction in ELA/ELD and Math

Goal 2: College and Career Readiness

Goal 3: Create positive school climate and environments conducive to learning.

Goal 4: Parent Involvement: Increase opportunities for parents in meaningful high impact activities that support teaching and learning.

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Educational Partner 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

Input for the development of the SPSA was obtained and approved by the 23-24 School Site Council, English Learner Advisory Committee, Site Leadership Team, and AVID Leadership Team.

School Site Council:

May 18, 2023: Council members conducted a mid year review of the 22-23 SPSA for each Goal: Academics- High Quality Instruction in ELA/ELD and Math, College and Career Readiness, Creating a positive school climate and environments conducive to learning, and parent involvement. For each area, the members participated in a discussion regarding the impact of each action item towards the attainment of Goal. Collectively, parents spoke about how various programs such as ELD, arts integration, Playworks, interventions, enrichment activities, etc. have impacted their children.

September 21, 2023:

Principal reviewed the role and purpose of School Site Council (SSC) in the development, monitoring and evaluation of the School Plan for Student Achievement (SPSA). The SSC is comprised of elected staff and parent/community members. Collectively, the SSC oversees the building of effective schools by examining academic and behavioral data to identify site needs, development and monitoring of site goals and oversees the allocation of resources including the use of 23-24 Title 1 funds. A review of actionable items under Title 1 was presented to the committee. The election of SSC chairperson, vice chair and secretary was conducted and unanimously voted. Principal reviewed the District and Site Local Accountability Control Plan goals and asked parents to reflect on how the goals were implemented the previous year and to make recommendations for the 23-24 school year. The meeting adjourned at 10:00 am.

October 19, 2023:

SSC committee reviewed the current school demographic including number of general education and special education classes. Due to declining enrollment, there was a reduction in two classrooms for the 23-24 school year.

Academic and behavioral data review included:

- *2021-2022 CAASPP data in English Language Arts and Math.
 - *2022-2023 School-wide i-Ready diagnostic assessment data
 - *2023 ELPAC data and reclassification data
 - *2023 Beginning of the Year diagnostic data in ELA and Math for Kindergarten-Fifth grade.
- Behavior/Social Emotional data review
- *2022-23 Chronic Absenteeism
 - *2022-23 Suspension
 - *20212 Title 1/LCAP Parent Survey results

Based on input from Sept. 21 meeting, Council members reviewed and provided input on each proposed goal and action step:

Goal 1: Academics: High Quality Instruction in ELA/ELD and Math

Strategy/Activity 1: Continue funding for ELA/ELD and Math Instructional Coaches/Intervention teachers

Strategy/Activity 2: Continue funding for TOSA/Intervention Teacher

Strategy/Activity 3: Provide extra hours for teacher collaboration and afterschool tutoring/enrichment (conferences, trainings, extra hours).

Goal 2: College and Career Readiness

Strategy/Activity 1: Provide extra hours for teacher collaboration in AVID

Strategy/Activity 2: Provide enrichment assemblies and field trips

Strategy/Activity 3: Provide attendance incentives and college/career bound supplies

Goal 3: Create a positive school climate and environment conducive to learning

Strategy/Activity 1: Provide extra hours for NDA and SH Instructional Assistants' professional development and supervision

Strategy/Activity 2: Purchase outdoor equipment to support Playworks implementation at recess

Strategy/Activity 3: Provide release time for MTSS

Goal 4: Parent Involvement: Increase opportunities for parents in meaningful high impact activities that support teaching and learning

Strategy/Activity 1: Provide opportunities for parents to participate in morning and evening parent workshops to address school-wide needs including academic supports, attendance, technology, mental health awareness and English Language Development.

October 26, 2023:

SPSA draft was reviewed including all goals and strategies.

Goal 1: High Quality Instruction if ELA/ELD and Mathematics

Ms. Villa- motioned to approve Goal 1 and all actionable steps.

Mrs. Acosta - second the motion

Motioned carried - Goal 1 approved

Goal 2: College and Career Readiness

Mr. Chavez- motioned to approve Goal 2 and all actionable steps.

Mrs. Vargas- second the motion

Motioned carried - Goal 2 approved

Goal 3: Create a positive school climate and environment conducive to learning

Mrs. Villa - motioned to approve Goal 3 and all actionable steps.

Mr. Chavez - second the motion

Motioned carried - Goal 3 approved

Goal 4: Parent Involvement

Mrs. Villa - motioned to approve Goal 3 and all actionable steps.

Mr. Chavez - second the motion

Motioned carried -Goal 4 approved

English Learner Advisory Committee (ELAC):

September 21, 2023:

Principal reviewed the role and purpose of English Learner Advisory Committee (ELAC) in the development and monitoring of the School Plan for Student Achievement (SPSA) with a focus of progress of English Learners. The election of chairperson, vice chair and DELAC representative was conducted and unanimously voted. Principal reviewed the District and Site Local Accountability

Control Plan goals and asked parents to reflect on how the goals were implemented the previous year and to make recommendations for the 23-24 school year. Committee members examined the progress of students on ELPAC and reclassification from the 22-23 school year.

October 26, 2023:

Site Literacy Coach provided parents with an overview of the ELPAC assessment. Principal reviewed all SPSA Goals and Action Steps as they pertained to English Learners. SSC members provided ELAC committee with an overview of the SPSA and input was gathered. The ELAC committee stated that everything was clearly indicated in the SPSA.

Site Leadership Meeting

Sept 20, 2023:

Team discussed aspects of First Best Instruction in relationship to how assignments can be made meaningful during small group instruction and providing opportunities for students to participate in collaborative conversations. These actions support LCAP Goal 1: High Quality Instruction.

AVID Leadership Meeting

August 30, 2023:

Team reviewed the CCI and agreed upon AVID focus of the month strategies. This action supports LCAP Goal 2: College and Career Readiness.

September 27, 2023:

Team reviewed AVID site goals and made connections to the LCAP. Team provided input on professional development topics for the 23-24 school year. These actions support LCAP Goals 1 and 2.

The SPSA was approved and accepted by the 2023-2024 Los Cerritos School Site Council on October 26, 2023.

Resource Inequities

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

Resource inequities at Los Cerritos school include available funding to support daily intervention/enrichment programs, time to conduct professional development on process for MTSS, availability of interventions across all grade levels to support student achievement in foundational ELA and math skills and availability of staff to support after-school tutorials. Additionally, poor attendance due to Covid 19-related absenteeism has negatively impacted student achievement, social development and behaviors.

Paramount Unified School District SPSA Evaluation Template

Template and Instructions

For all SPSA actions, complete Table 1 below.

1. Text of Strategy/Activity - (This will be automatically pulled from your 2022-2023 SPSA in DTS)
2. Implementation:
 1. Choose from one of these
 1. Not Implemented
 2. Partially Implemented
 3. Fully Implemented
3. Effectiveness
 1. Choose from one of these
 1. Not Effective
 2. Somewhat Effective
 3. Very Effective
4. Data to support Effectiveness Claim
 1. What data (qualitative or quantitative) supports your effectiveness claim
 2. If actual data is not yet available, enter the data you plan to use
5. Continue Action?
 1. Choose Yes or No
6. 23-24 SPSA Location - Don't complete until writing the 2023-2024 SPSA
 1. Goal
 2. S/A #

Table 1
Review of 2022-2023 Strategies/Activities

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	1	Provide ELA/ELD and Math Instructional Coaches to support instruction through professional development, co-planning, co-teaching, demonstration lessons and provide intervention tutoring to support Designated ELD and MTSS- Tier 2.	Fully Implemented	Very Effective	Improved instruction and learning supports for English learners as indicated in the reclassification results and SBA grade level increases in ELA and Math.	Yes	Goal 1 Strategy 1
1	2	Provide Teacher on Special Assignment (TOSA) to support School-wide PBIS, MTSS Social and Emotional needs, Interventions and monitor attendance	Fully Implemented	Very Effective	Improved common area expectations for all students, implementation of Playworks and decrease in chronic absenteeism.	Yes	Goal 1 Strategy 2
1	3	Update computers/printers/hardware and software to support technology-based instruction in all subject areas	Partially Implemented	Somewhat Effective	Due to limited funding, resources and need to update devices, 2 devices were purchased.	Yes	Goal 1 Strategy 4
1	4	Provide extra hours for professional development, collaboration and afterschool	Fully Implemented	Very Effective	Implementation of Arts Integration lessons in all classrooms and	Yes	Goal 1 Strategy 3

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		tutoring/enrichment (conferences, trainings, extra hours)			professional development for English learners.		
1	5						
1	6						
1	7						
1	8						
1	9						
1	10						
1	11						
1	12						
1	13						
1	14						
1	15						
1	16						
1	17						
1	18						
1	19						
1	20						
2	1	Provide professional development for teachers in AVID classrooms with AVID strategies through on-going professional development and collaboration	Fully Implemented	Very Effective	Nine out of 12 general education classrooms integrate are trained in AVID elementary strategies. 6 out of 7 Support Staff members (Instructional Coaches, Counselors, TOSAs, etc.) have been trained. CCI and observational data available to support implementation.	Yes	Goal 2 Strategy 1
2	2	Provide assemblies and enrichment activities with outside consultants in areas such as science, social studies, growth mindset, diversity, bully awareness, visual arts integration, etc.	Fully Implemented	Very Effective	AVID trained teachers at all grade levels. Safe and Civil assemblies and Playworks implementation for all grade levels resulted in reduced behavioral office	Yes	Goal 2 Strategy 2

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
					referrals. ELOP funds allowed for afterschool enrichment activities. Students in all grade levels participated in a minimum of 2 field trips.		
2	3	Promote a college/career bound environment by promoting school-wide attendance incentives, college field trips and college-bound materials and supplies (AVID).	Fully Implemented	Very Effective	CCI Self-rubric indicated level 3 and 4 implementation in all 4 domains (Systems, Leadership, Instruction and Culture).	Yes	Goal 2 Strategy 3
2	4						
2	5						
2	6						
2	7						
2	8						
2	9						
2	10						
2	11						
2	12						
2	13						
2	14						
2	15						
2	16						
2	17						
2	18						
2	19						
2	20						
3	1	Provide extra hours for NDA and SH Instructional Assistants to participate in Playworks professional development to increase recess activity. Provide additional hours for increased supervision.	Fully Implemented	Very Effective	School-wide Playworks implementation. End of Year Playworks evaluation.	Yes	Goal 3 Strategy 1

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
3	2	Purchase outdoor equipment to support Playworks implementation	Fully Implemented	Very Effective	Sufficient supplies for all students to participate in Playworks and recess activities.	Yes	Goal 3 Strategy 2
3	3	Provide substitute release time for teachers to participate in MTSS parent meetings	Partially Implemented	Somewhat Effective	An initial understanding of MTSS was introduced. Additional time is needed to develop deeper understanding of Tier 1 interventions.	Yes	Goal 3 Strategy 3
3	4						
3	5						
3	6						
3	7						
3	8						
3	9						
3	10						
3	11						
3	12						
3	13						
3	14						
3	15						
3	16						
3	17						
3	18						
3	19						
3	20						
4	1	Provide opportunities for parents to participate in morning and evening parent workshops to address school-wide needs including academic supports, attendance, technology, mental health awareness and English Language Development.	Fully Implemented	Very Effective	Title 1 parent survey indicated 98% of parents felt the school provided opportunities for parents to be engaged and participate in trainings.	Yes	Goal 4 Strategy 1
4	2						
4	3						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
4	4						
4	5						
4	6						
4	7						
4	8						
4	9						
4	10						
4	11						
4	12						
4	13						
4	14						
4	15						
4	16						
4	17						
4	18						
4	19						
4	20						

Based upon this review in Table 1, use Table 2 to answer the prompt:

Briefly describe the overall implementation and overall effectiveness of the strategies/activities in each Goal.

This text will be entered into the “Annual Review” section of your SPSA. Begin the narrative now, and revise as additional data is available. Table 1 will supplement the narrative, so a brief summary is sufficient.

Table 2
Overall Narrative

2022-23 Goal	Description
1	Most action steps identified in goal 1 were implemented and very effective with the exception of increasing technology due to limited need for replacement of devices.
2	All action steps identified in goal 2 were implemented consistently which resulted in an increase in the AVID self reflection tool and implementation of Playworks.
3	All action steps were implemented and provided classified staff with professional development to support positive school culture and climate conducive to learning.
4	Increased parent meetings resulted in high ratings on Parent Involvement end of year survey.

Based upon this review, and the actual implementation of your SPSA, use Table 3 to answer this prompt

Briefly describe any major differences in what was planned and what occurred in 2022-2023.

Address actions that were planned but didn't occur, actions that were significantly different than planned, or significant differences between the original budget and actual expenditures, and the impact of the differences on students.

Enter as much information as you can now, and revise as additional information is available. This text will be entered into the “Annual Review” section of your SPSA.

Table 3

Major Differences Between Plan and Execution of the 2022-2023 SPSA

2022-23 Goal	Major differences
1	Continued need to update technology for the 23-24 school year.
2	Limited assemblies were conducted
3	Attendance continues to be an area of concern due in part to parent's comfort level in bringing their children to school
4	Parent involvement was limited to few parents attending meeting. Parent Involvement survey returned by 1/3 of the school.

Which actions will be changed (modified, combined, expanded, etc.) in the 2023-2024 SPSA? Describe these changes in Table 4.

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 4

Recommended Modifications Between 2022-2023 and 2023-2024

2022-23 Goal	2022-23 S/A #	Text in 2022-2023 SPSA	Text for 2023-2024 SPSA	23-24 SPSA Location
		English/Language Arts Coach provides professional development via the coaching cycle that includes modeling, co-teaching, observation, and debrief. Coach meets with grade level teams to discuss data, implement needs assessment, and assist with formative assessments and lesson design as well as analyze student work, assignments, and tasks. In addition, coach will provide Designated ELD instruction and Tier 2 supports within the school day.		
		Math Coach provides professional development via the coaching cycle that includes modeling, co-teaching, observation, and debrief in math and AVID. Coach meets with grade level teams to discuss data, implement needs assessment, and assist with formative assessments and inquiry lesson design as well as analyze student work, assignments, and tasks. Coach will provide Tier 2 academic supports in math fluency.		

What new actions, if any, will be added to the 2023-2024 SPSA? Describe these in Table 5

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 5

Recommended New Actions in 2023-2024

Goal	Strategy/Activity Text	Data that will be used to evaluate the impact	23-24 SPSA Location
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Based upon the prior two tables, use Table 6 to describe, in narrative form the following prompt for each goal:

Describe any major changes between 2022-2023 and 2023-2024 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

This text will be entered into the “Annual Review” section of your SPSA. You may begin entering text now, but should focus on other aspects of the SPSA first and come back to this prompt when the SPSA is nearly complete. Table 4 and Table 5 will supplement the narrative, so you do not need to repeat all details from those tables.

Table 6

Narrative of Changes to 2023-2024 SPSA

2023-24 Goal	Major differences
1	

CE Program Instrument

CE 18: School Site Evaluation of Program Effectiveness

18.0 A school operating a program that requires a SPSA shall carry out the following requirements:

(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; EC sections 64001[i], 64001[g][2][B], 64001[h])

(a) Annually evaluate the implementation of, and results achieved by, the program, using data from the state’s annual assessments and other indicators of academic achievement. (34 CFR Section 200.26[c][1])

(b) Determine whether the 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. (34 CFR Section 200.26[c][2])

(c) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program.

(34 CFR Section 200.26[c][3])

CDE SPSA Instructions

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.

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	2.1%	2.57%	1.29%	10	11	5
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	97.5%	96.96%	98.19%	470	415	380
Pacific Islander	%	%	0%		0	0
White	0.2%	0.23%	0.26%	1	1	1
Multiple/No Response	0.2%	0.23%	0.26%	1	1	1
Total Enrollment				482	428	387

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	76	72	72
Grade 1	82	60	56
Grade 2	65	75	53
Grade3	89	58	74
Grade 4	87	80	56
Grade 5	83	83	76
Total Enrollment	482	428	387

Conclusions based on this data:

1. Declining enrollment impacts the number of FTEs available to switch students during designated ELD.
2. Total enrollment has declines each year over the past 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	159	149	152	33.0%	34.8%	39.3%
Fluent English Proficient (FEP)	109	80	58	22.6%	18.7%	15.0%
Reclassified Fluent English Proficient (RFEP)	1	8	24			

Conclusions based on this data:

1. The number of English Learners as increased by 3 students from 21-22 to 22-23.
2. Increase of reclassified students from 8 students in 21-22 to 24 students in 22-23

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	49	62	76	49	61	76	49	61	97.4	100.0	98.4
Grade 4	78	69	52	77	68	52	77	68	52	98.7	98.6	100.0
Grade 5	69	72	66	69	70	66	69	70	66	100.0	97.2	100.0
All Grades	225	190	180	222	187	179	222	187	179	98.7	98.4	99.4

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2380.	2395.	2404.	10.53	16.33	11.48	11.84	18.37	29.51	38.16	28.57	22.95	39.47	36.73	36.07
Grade 4	2405.	2440.	2422.	6.49	13.24	5.77	16.88	22.06	23.08	23.38	20.59	23.08	53.25	44.12	48.08
Grade 5	2473.	2465.	2465.	11.59	10.00	7.58	26.09	21.43	25.76	28.99	27.14	24.24	33.33	41.43	42.42
All Grades	N/A	N/A	N/A	9.46	12.83	8.38	18.02	20.86	26.26	30.18	25.13	23.46	42.34	41.18	41.90

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	5.26	10.20	9.84	57.89	57.14	70.49	36.84	32.65	19.67	
Grade 4	1.30	5.88	3.85	68.83	72.06	73.08	29.87	22.06	23.08	
Grade 5	11.59	5.71	6.06	71.01	71.43	66.67	17.39	22.86	27.27	
All Grades	5.86	6.95	6.70	65.77	67.91	69.83	28.38	25.13	23.46	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.89	12.24	6.56	48.68	61.22	65.57	43.42	26.53	27.87
Grade 4	6.49	8.82	9.62	41.56	67.65	53.85	51.95	23.53	36.54
Grade 5	14.49	7.14	6.06	49.28	61.43	68.18	36.23	31.43	25.76
All Grades	9.46	9.09	7.26	46.40	63.64	63.13	44.14	27.27	29.61

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.58	8.16	3.28	75.00	65.31	86.89	18.42	26.53	9.84
Grade 4	3.90	8.82	0.00	75.32	72.06	78.85	20.78	19.12	21.15
Grade 5	8.70	5.71	7.58	75.36	74.29	69.70	15.94	20.00	22.73
All Grades	6.31	7.49	3.91	75.23	71.12	78.21	18.47	21.39	17.88

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.53	20.41	9.84	68.42	44.90	72.13	21.05	34.69	18.03
Grade 4	5.19	7.35	15.38	75.32	73.53	59.62	19.48	19.12	25.00
Grade 5	11.59	10.00	15.15	73.91	58.57	56.06	14.49	31.43	28.79
All Grades	9.01	11.76	13.41	72.52	60.43	62.57	18.47	27.81	24.02

Conclusions based on this data:

1. Third grade increased percent of students meeting grade level by 6%
2. Fifth grade increase percent of students meeting grade level by 2%
3. Fourth grade decrease percent of students meeting grade level by 6%

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 Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	78	49	62	76	49	61	76	49	61	97.4	100.0	98.4
Grade 4	78	69	52	77	68	52	77	68	52	98.7	98.6	100.0
Grade 5	69	72	66	69	72	66	69	72	66	100.0	100.0	100.0
All Grades	225	190	180	222	189	179	222	189	179	98.7	99.5	99.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2377.	2385.	2413.	6.58	12.24	9.84	18.42	10.20	22.95	25.00	26.53	37.70	50.00	51.02	29.51
Grade 4	2396.	2427.	2411.	2.60	5.88	7.69	11.69	22.06	9.62	22.08	25.00	30.77	63.64	47.06	51.92
Grade 5	2436.	2455.	2459.	1.45	4.17	1.52	7.25	6.94	19.70	33.33	43.06	25.76	57.97	45.83	53.03
All Grades	N/A	N/A	N/A	3.60	6.88	6.15	12.61	13.23	17.88	26.58	32.28	31.28	57.21	47.62	44.69

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	9.21	18.37	19.67	43.42	32.65	55.74	47.37	48.98	24.59	
Grade 4	2.60	13.24	7.69	25.97	39.71	36.54	71.43	47.06	55.77	
Grade 5	1.45	2.78	9.09	31.88	59.72	45.45	66.67	37.50	45.45	
All Grades	4.50	10.58	12.29	33.78	45.50	46.37	61.71	43.92	41.34	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.95	12.24	13.11	52.63	48.98	52.46	43.42	38.78	34.43
Grade 4	5.19	4.41	7.69	36.36	47.06	46.15	58.44	48.53	46.15
Grade 5	4.35	2.78	1.52	49.28	52.78	56.06	46.38	44.44	42.42
All Grades	4.50	5.82	7.26	45.95	49.74	51.96	49.55	44.44	40.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.63	12.24	16.39	71.05	61.22	59.02	26.32	26.53	24.59
Grade 4	3.90	8.82	11.54	53.25	63.24	50.00	42.86	27.94	38.46
Grade 5	2.90	6.94	1.52	60.87	54.17	59.09	36.23	38.89	39.39
All Grades	3.15	8.99	9.50	61.71	59.26	56.42	35.14	31.75	34.08

Conclusions based on this data:

1. Increase in overall achievement in third grade by 10%
2. Increase in overall achievement in fifth grade by 13%
3. Decrease in overall achievement in fourth grade by 10%

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1405.6	1433.0	1404.9	1427.0	1440.8	1415.3	1355.7	1414.7	1380.2	32	28	32
1	1415.6	1410.0	1436.4	1441.0	1422.2	1454.8	1389.6	1397.2	1417.4	25	21	19
2	1458.8	1458.2	1462.6	1458.9	1482.5	1450.5	1458.1	1433.5	1474.2	24	22	20
3	1487.8	1482.0	1489.8	1483.8	1477.7	1491.5	1491.2	1485.7	1487.5	25	23	22
4	1502.1	1506.3	1517.2	1504.7	1501.0	1516.6	1499.0	1511.3	1517.2	27	24	23
5	1460.5	1523.6	1547.7	1468.1	1525.0	1546.5	1452.5	1521.7	1548.5	15	28	21
All Grades										148	146	137

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.13	21.43	9.68	37.50	35.71	25.81	46.88	21.43	41.94	12.50	21.43	22.58	32	28	31
1	0.00	0.00	10.53	16.00	33.33	36.84	56.00	38.10	31.58	28.00	28.57	21.05	25	21	19
2	0.00	4.55	10.00	37.50	36.36	45.00	54.17	40.91	20.00	8.33	18.18	25.00	24	22	20
3	4.00	0.00	13.64	48.00	52.17	13.64	36.00	34.78	68.18	12.00	13.04	4.55	25	23	22
4	0.00	4.17	17.39	59.26	62.50	56.52	33.33	33.33	17.39	7.41	0.00	8.70	27	24	23
5	20.00	21.43	38.10	33.33	46.43	38.10	20.00	25.00	23.81	26.67	7.14	0.00	15	28	21
All Grades	3.38	9.59	16.18	39.19	44.52	35.29	42.57	31.51	34.56	14.86	14.38	13.97	148	146	136

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	32.14	9.68	37.50	28.57	29.03	40.63	17.86	45.16	9.38	21.43	16.13	32	28	31
1	16.00	9.52	21.05	36.00	38.10	42.11	36.00	33.33	26.32	12.00	19.05	10.53	25	21	19
2	4.17	27.27	15.00	58.33	40.91	45.00	29.17	27.27	20.00	8.33	4.55	20.00	24	22	20
3	28.00	0.00	22.73	28.00	65.22	50.00	40.00	30.43	22.73	4.00	4.35	4.55	25	23	22
4	25.93	20.83	60.87	55.56	58.33	21.74	18.52	16.67	13.04	0.00	4.17	4.35	27	24	23
5	40.00	39.29	47.62	33.33	50.00	47.62	6.67	3.57	4.76	20.00	7.14	0.00	15	28	21
All Grades	19.59	22.60	28.68	41.89	46.58	38.24	30.41	20.55	23.53	8.11	10.27	9.56	148	146	136

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.13	14.29	6.45	6.25	28.57	6.45	59.38	32.14	61.29	31.25	25.00	25.81	32	28	31
1	0.00	4.76	5.26	8.00	23.81	15.79	24.00	14.29	42.11	68.00	57.14	36.84	25	21	19
2	0.00	0.00	15.00	25.00	22.73	35.00	58.33	45.45	25.00	16.67	31.82	25.00	24	22	20
3	0.00	0.00	9.09	44.00	26.09	13.64	40.00	56.52	45.45	16.00	17.39	31.82	25	23	22
4	0.00	0.00	4.35	18.52	41.67	39.13	55.56	41.67	34.78	25.93	16.67	21.74	27	24	23
5	13.33	7.14	14.29	13.33	21.43	38.10	40.00	60.71	42.86	33.33	10.71	4.76	15	28	21
All Grades	2.03	4.79	8.82	18.92	27.40	23.53	47.30	42.47	43.38	31.76	25.34	24.26	148	146	136

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.25	28.57	12.90	87.50	53.57	64.52	6.25	17.86	22.58	32	28	31
1	16.00	19.05	31.58	68.00	61.90	57.89	16.00	19.05	10.53	25	21	19
2	4.17	31.82	25.00	83.33	63.64	60.00	12.50	4.55	15.00	24	22	20
3	24.00	17.39	13.64	64.00	73.91	77.27	12.00	8.70	9.09	25	23	22
4	25.93	33.33	47.83	66.67	66.67	43.48	7.41	0.00	8.70	27	24	23
5	26.67	17.86	38.10	46.67	75.00	61.90	26.67	7.14	0.00	15	28	21
All Grades	16.22	24.66	27.21	71.62	65.75	61.03	12.16	9.59	11.76	148	146	136

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	25.00	9.68	75.00	53.57	70.97	12.50	21.43	19.35	32	28	31
1	16.00	0.00	10.53	72.00	71.43	73.68	12.00	28.57	15.79	25	21	19
2	16.67	27.27	30.00	70.83	68.18	55.00	12.50	4.55	15.00	24	22	20
3	36.00	34.78	22.73	48.00	56.52	72.73	16.00	8.70	4.55	25	23	22
4	44.44	29.17	52.17	55.56	62.50	43.48	0.00	8.33	4.35	27	24	23
5	60.00	75.00	85.71	20.00	17.86	14.29	20.00	7.14	0.00	15	28	21
All Grades	28.38	33.56	33.82	60.14	53.42	55.88	11.49	13.01	10.29	148	146	136

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	17.86	6.45	81.25	60.71	70.97	18.75	21.43	22.58	32	28	31
1	4.00	19.05	10.53	36.00	28.57	42.11	60.00	52.38	47.37	25	21	19
2	4.17	4.55	20.00	75.00	59.09	55.00	20.83	36.36	25.00	24	22	20
3	0.00	0.00	4.55	72.00	43.48	40.91	28.00	56.52	54.55	25	23	22
4	0.00	0.00	4.35	74.07	75.00	65.22	25.93	25.00	30.43	27	24	23
5	13.33	7.14	9.52	53.33	60.71	76.19	33.33	32.14	14.29	15	28	21
All Grades	2.70	8.22	8.82	66.89	55.48	59.56	30.41	36.30	31.62	148	146	136

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.13	39.29	22.58	34.38	28.57	41.94	62.50	32.14	35.48	32	28	31
1	0.00	9.52	5.26	28.00	57.14	63.16	72.00	33.33	31.58	25	21	19
2	0.00	0.00	25.00	66.67	68.18	45.00	33.33	31.82	30.00	24	22	20
3	16.00	13.04	22.73	68.00	78.26	77.27	16.00	8.70	0.00	25	23	22
4	11.11	16.67	34.78	74.07	75.00	56.52	14.81	8.33	8.70	27	24	23
5	20.00	10.71	42.86	46.67	82.14	57.14	33.33	7.14	0.00	15	28	21
All Grades	7.43	15.75	25.74	52.70	64.38	55.88	39.86	19.86	18.38	148	146	136

Conclusions based on this data:

1. Increase in ELPAC Overall Language in level 4 by 6.59%.
2. 3 year increases in ELPAC Summative data for all grades

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
428	95.6	34.8	0.7
Total Number of Students enrolled in Los Cerritos School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	34.8
Foster Youth	3	0.7
Homeless	4	0.9
Socioeconomically Disadvantaged	409	95.6
Students with Disabilities	106	24.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.6
American Indian		
Asian		
Filipino		
Hispanic	415	97.0
Two or More Races	1	0.2
Pacific Islander		
White	1	0.2

Conclusions based on this data:

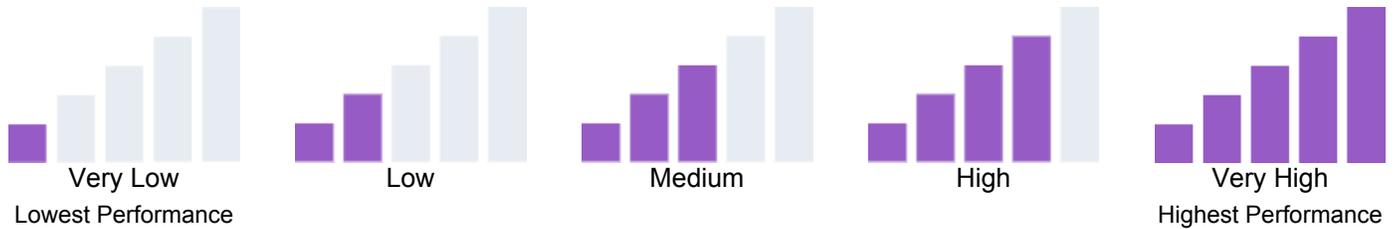
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School and Student Performance Data

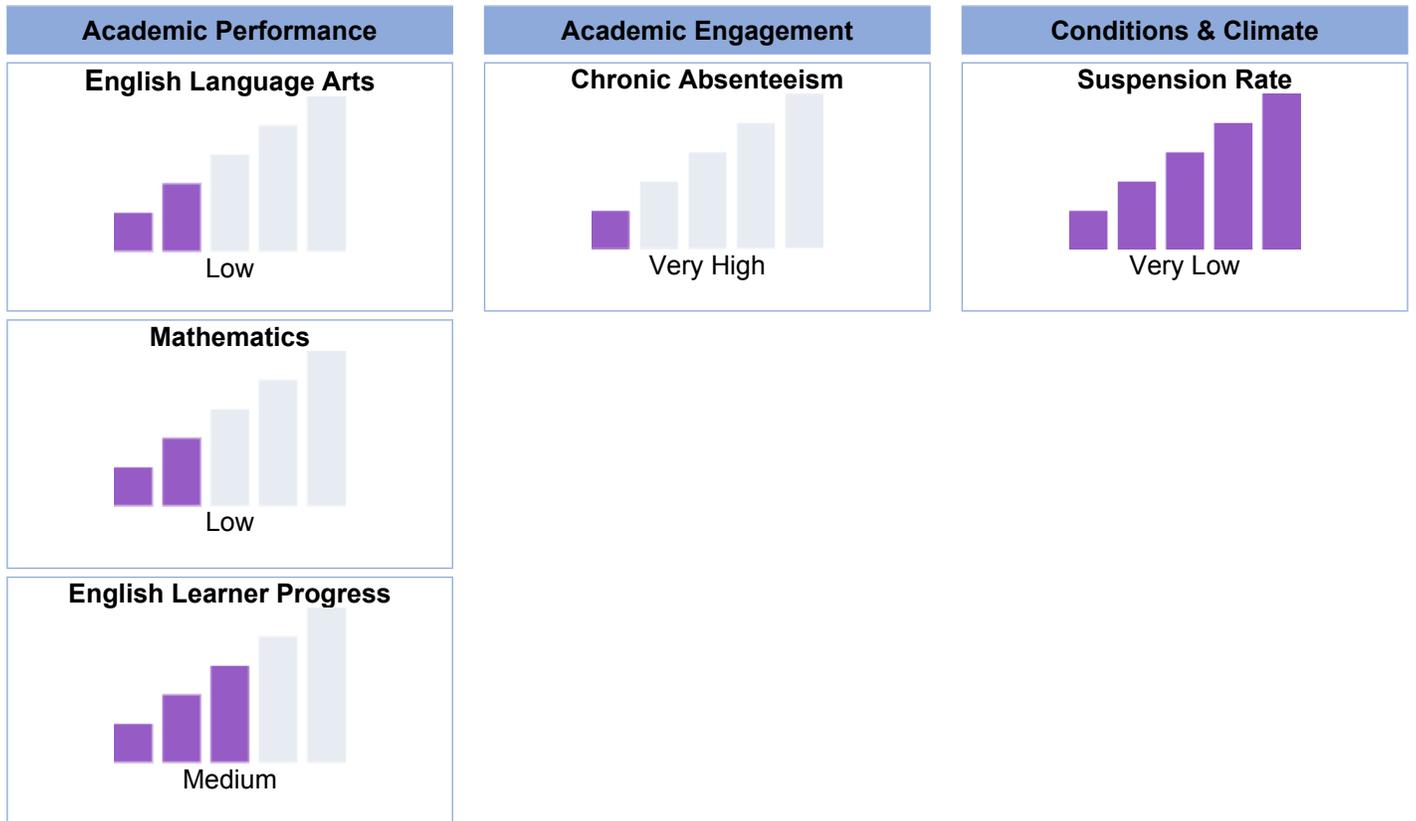
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

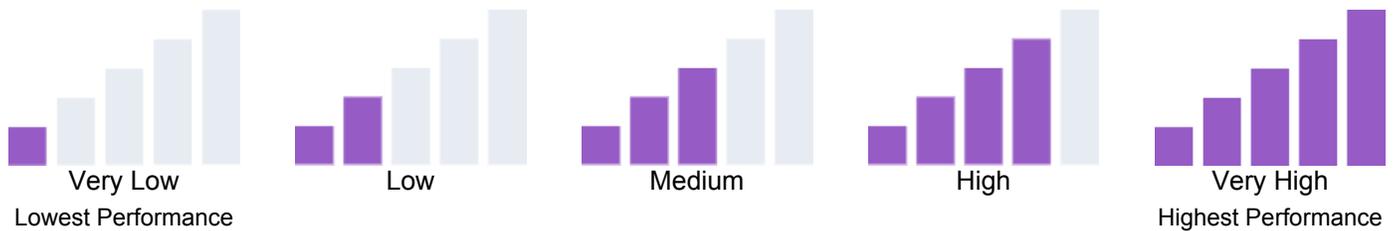
1. Chronic Absenteeism continues to be a concern.
2. Suspension rate is very low.
3. English Learner Progress is ranked medium with ELA being low.

School and Student Performance Data

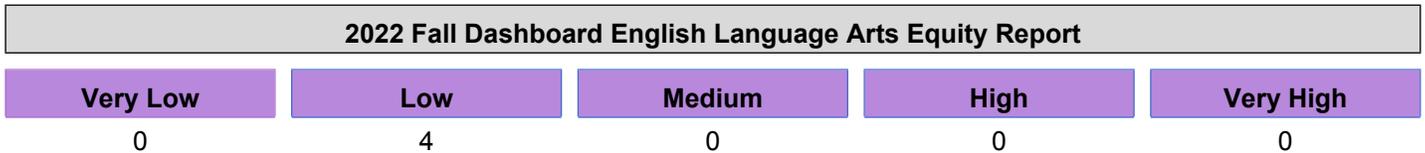
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

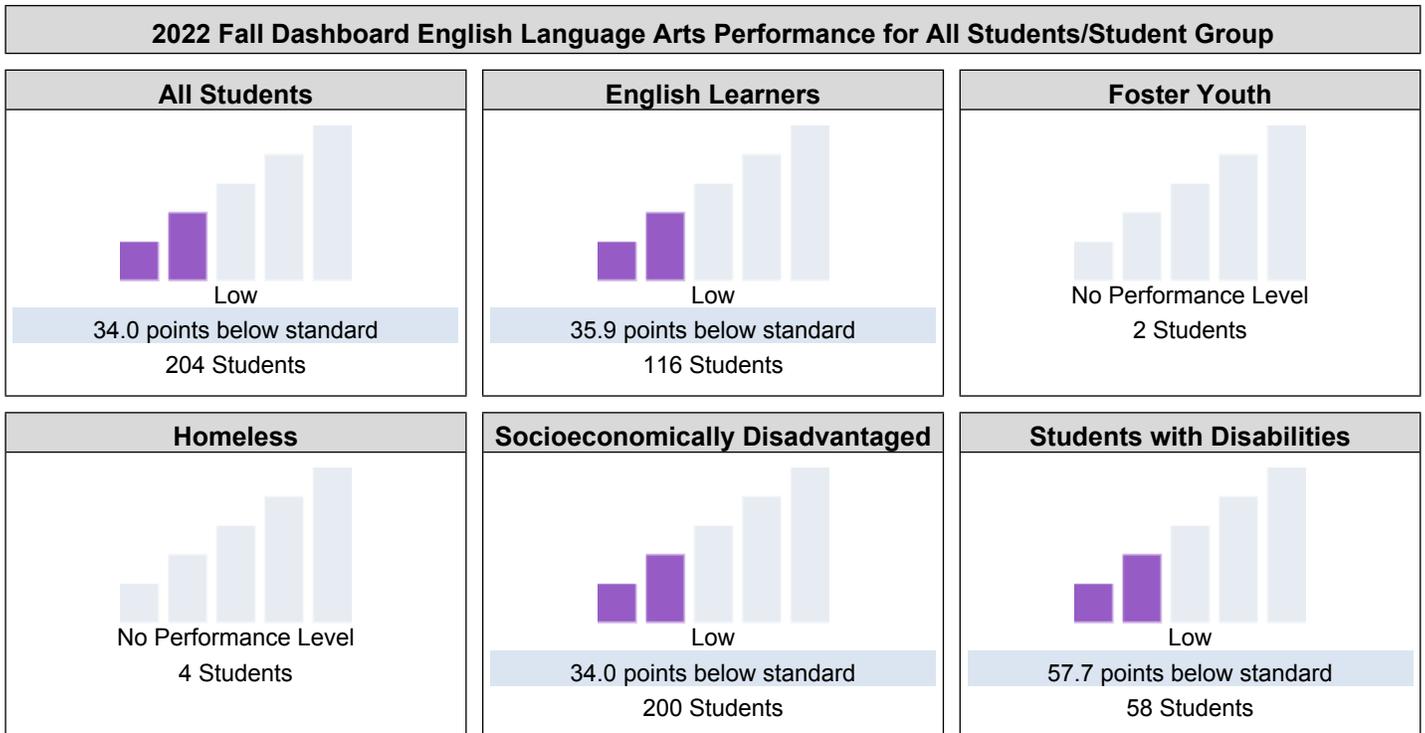
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p align="center">70.1 points below standard 70 Students</p>	<p align="center">16.3 points above standard 46 Students</p>	<p align="center">39.9 points below standard 74 Students</p>

Conclusions based on this data:

1. Data indicates English Learners performing significantly lower than English only peers.
2. Students who are reclassified are performing above standard level.
3. Students with Disabilities have the greatest need and performing well below all other subgroups.

School and Student Performance Data

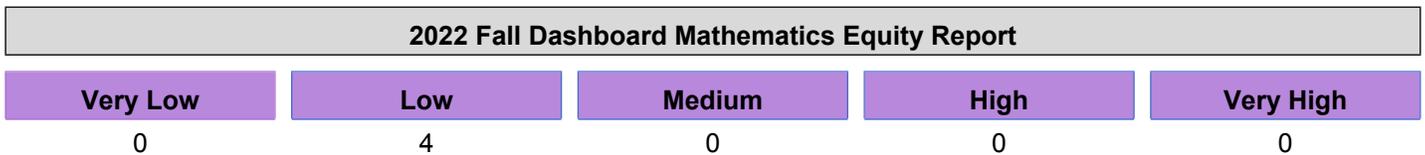
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

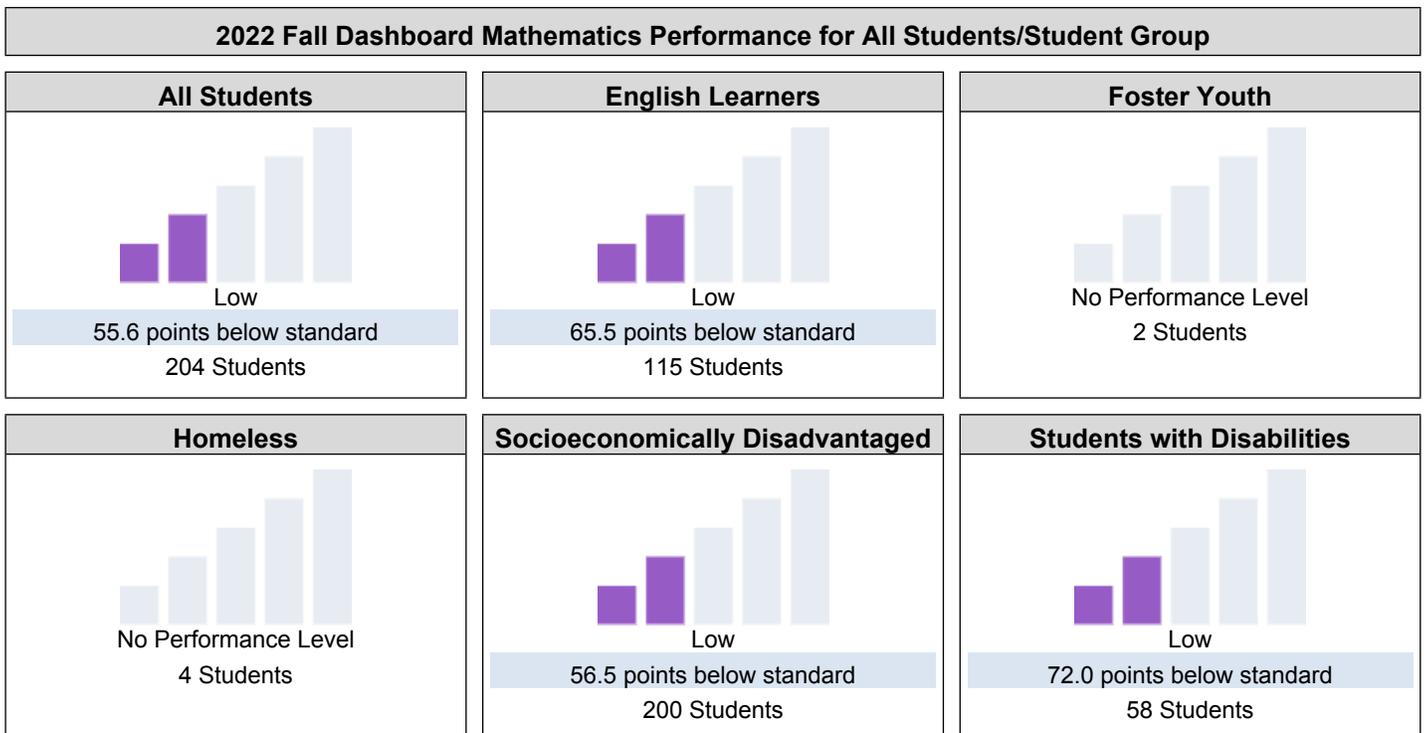
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



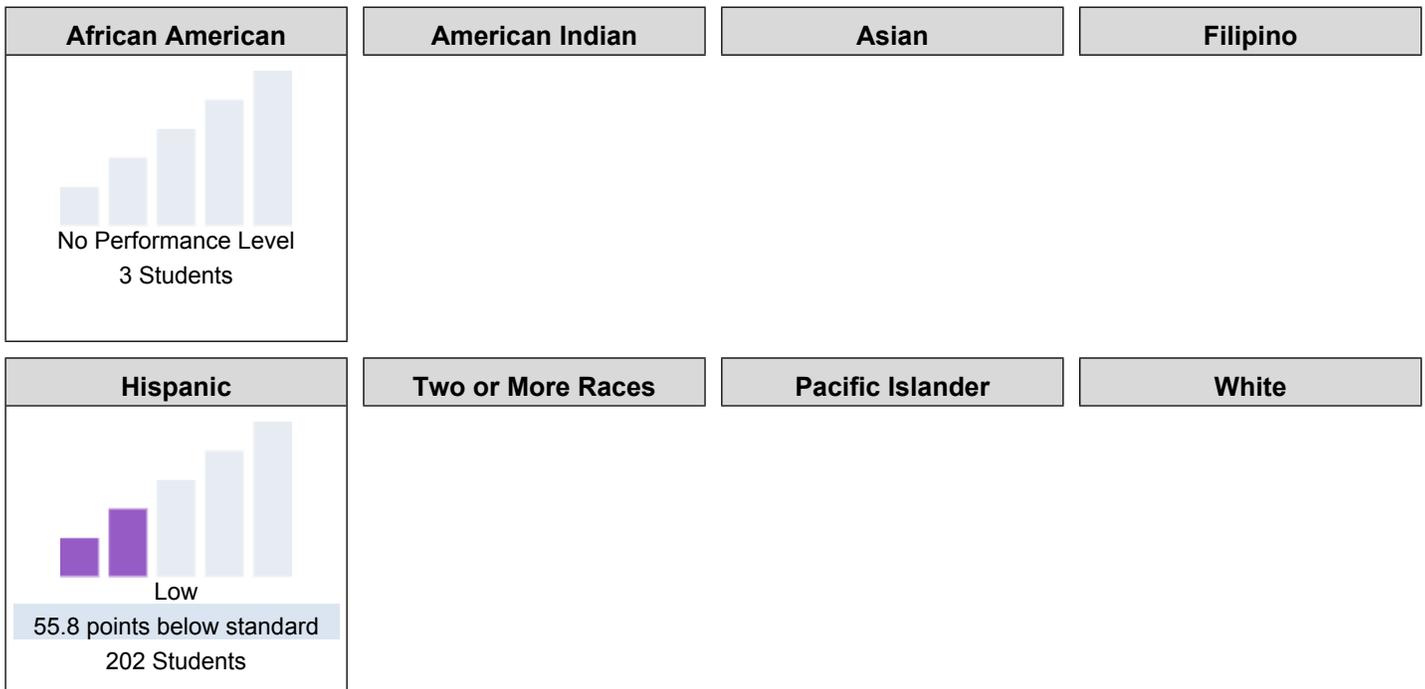
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p align="center">92.1 points below standard 70 Students</p>	<p align="center">24.0 points below standard 45 Students</p>	<p align="center">56.5 points below standard 75 Students</p>

Conclusions based on this data:

1. Data indicates English Learners are performing significantly below their English Only peers.
2. Discrepancies between Students with Disabilities is the lowest with a smaller gap in math than ELA.
3. All groups are performing below standard in math.

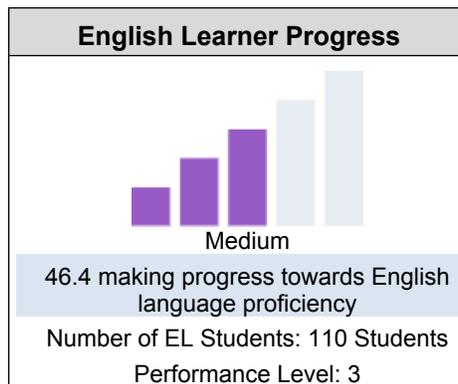
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
13.6%	40.0%	0.0%	46.4%

Conclusions based on this data:

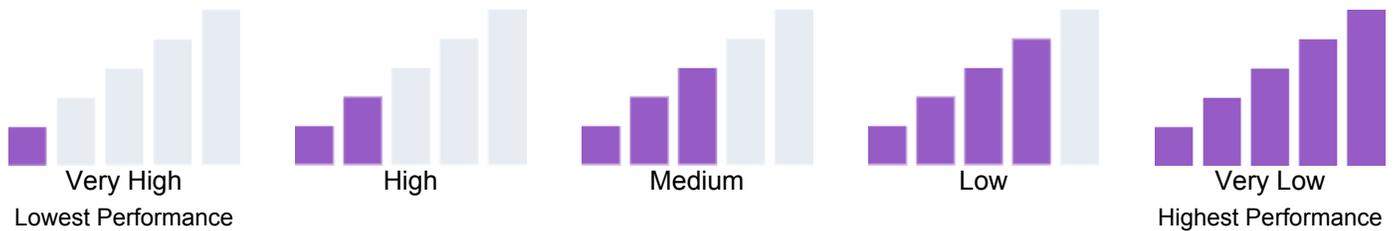
- 46.4% of students have progressed at least one ELPI level compared to 13.6% of students decreasing one level.
- 40% of students maintained current ELPI level.

School and Student Performance Data

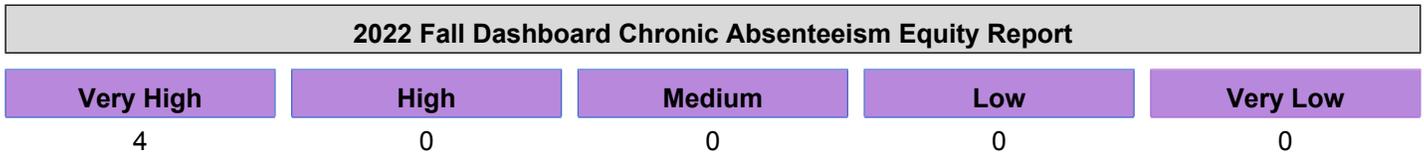
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

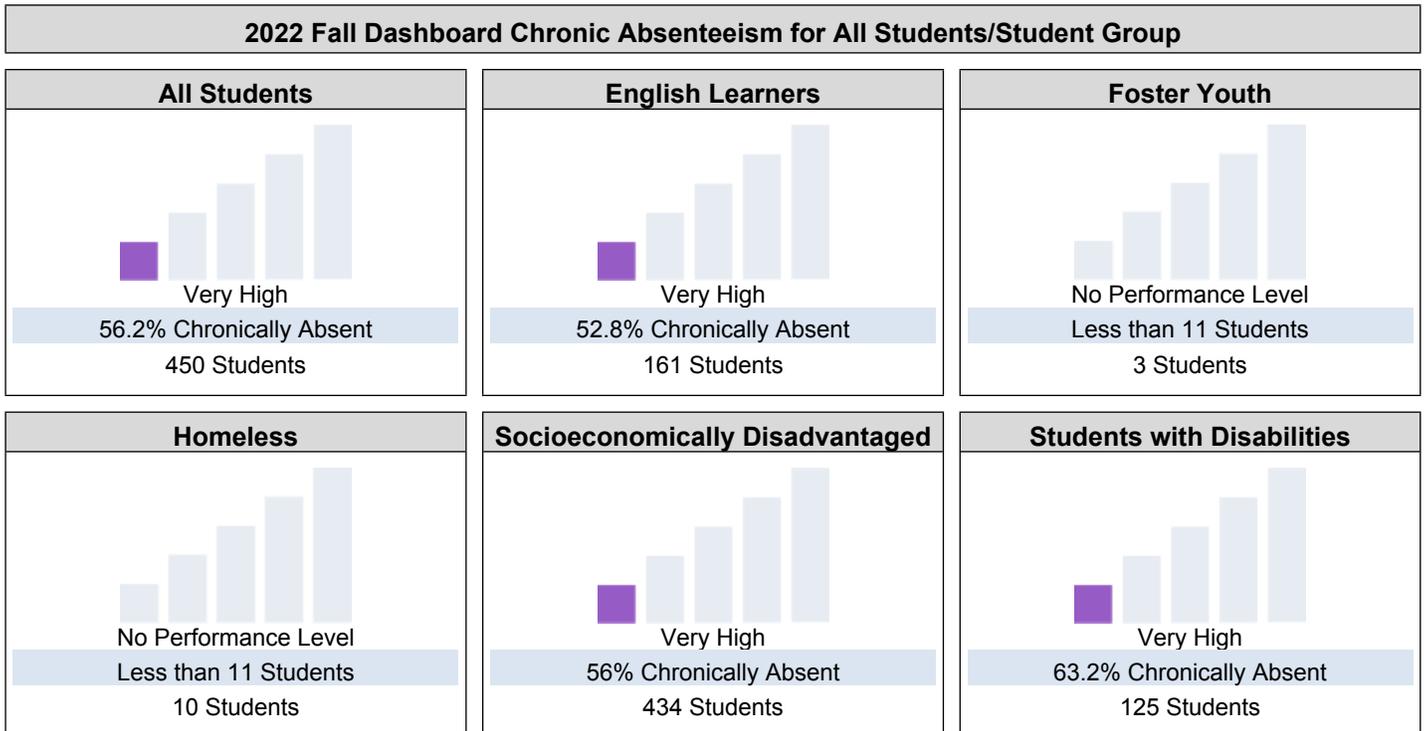
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



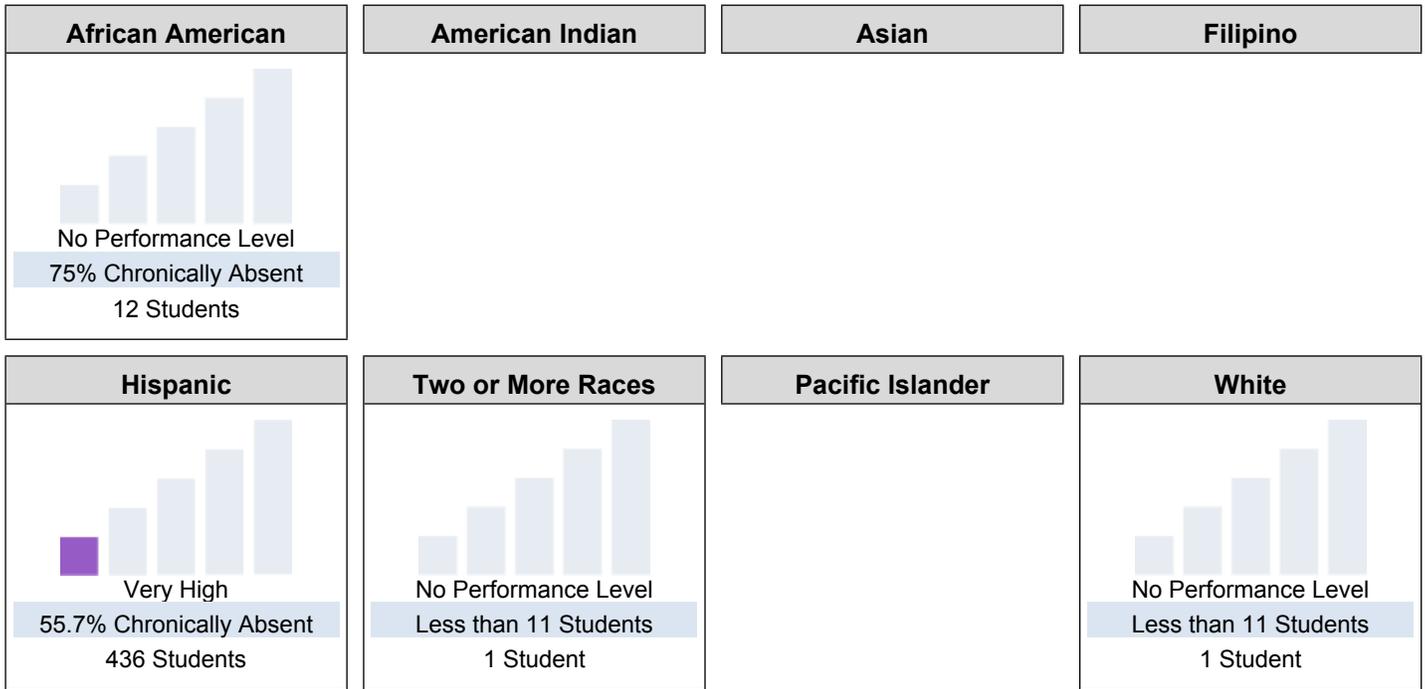
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. All subgroups have a high rate of chronic absenteeism.

School and Student Performance Data

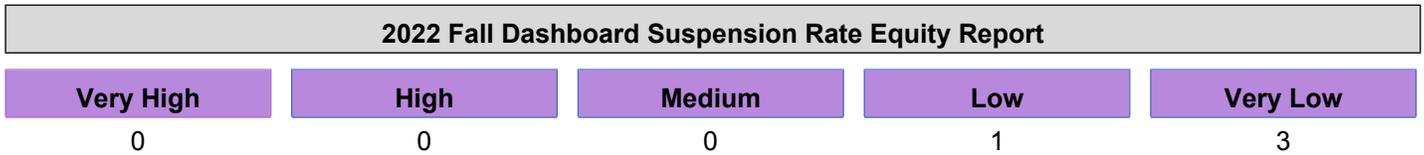
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

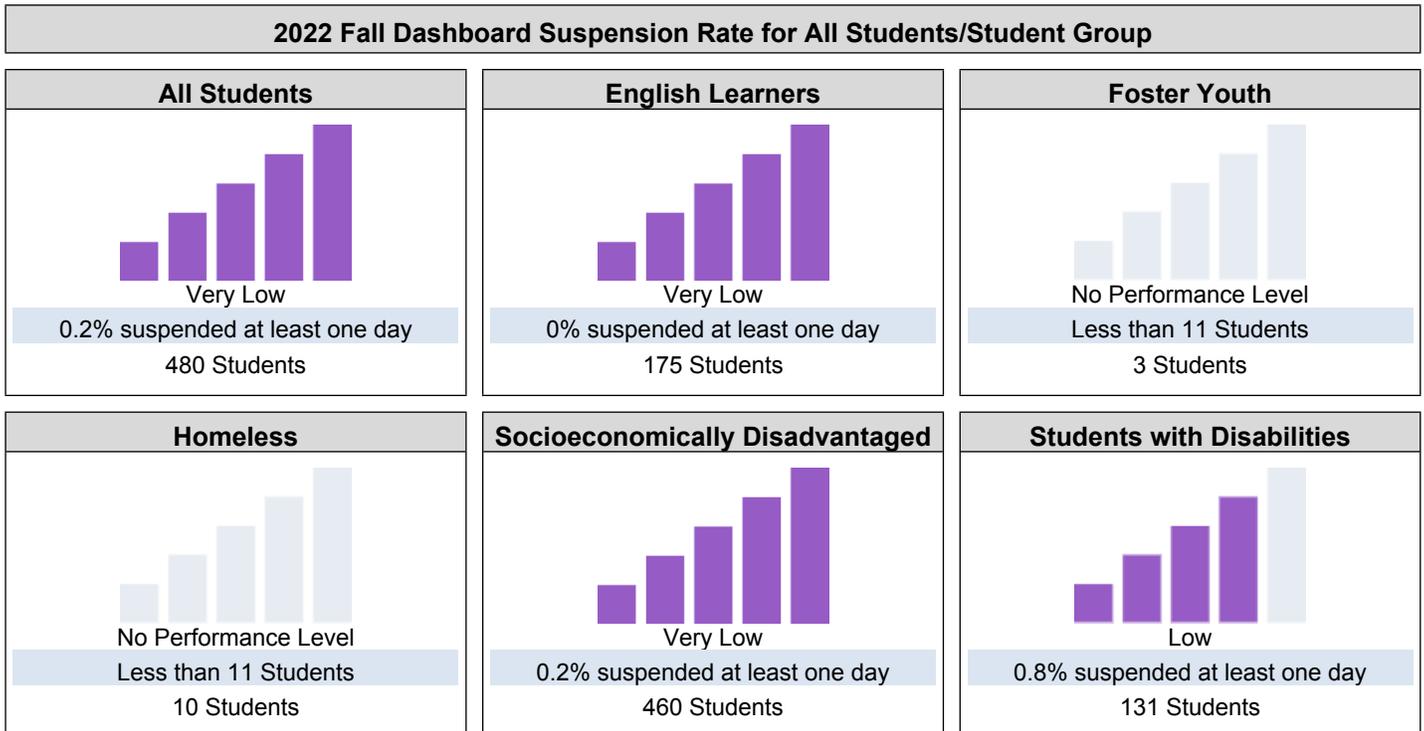
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



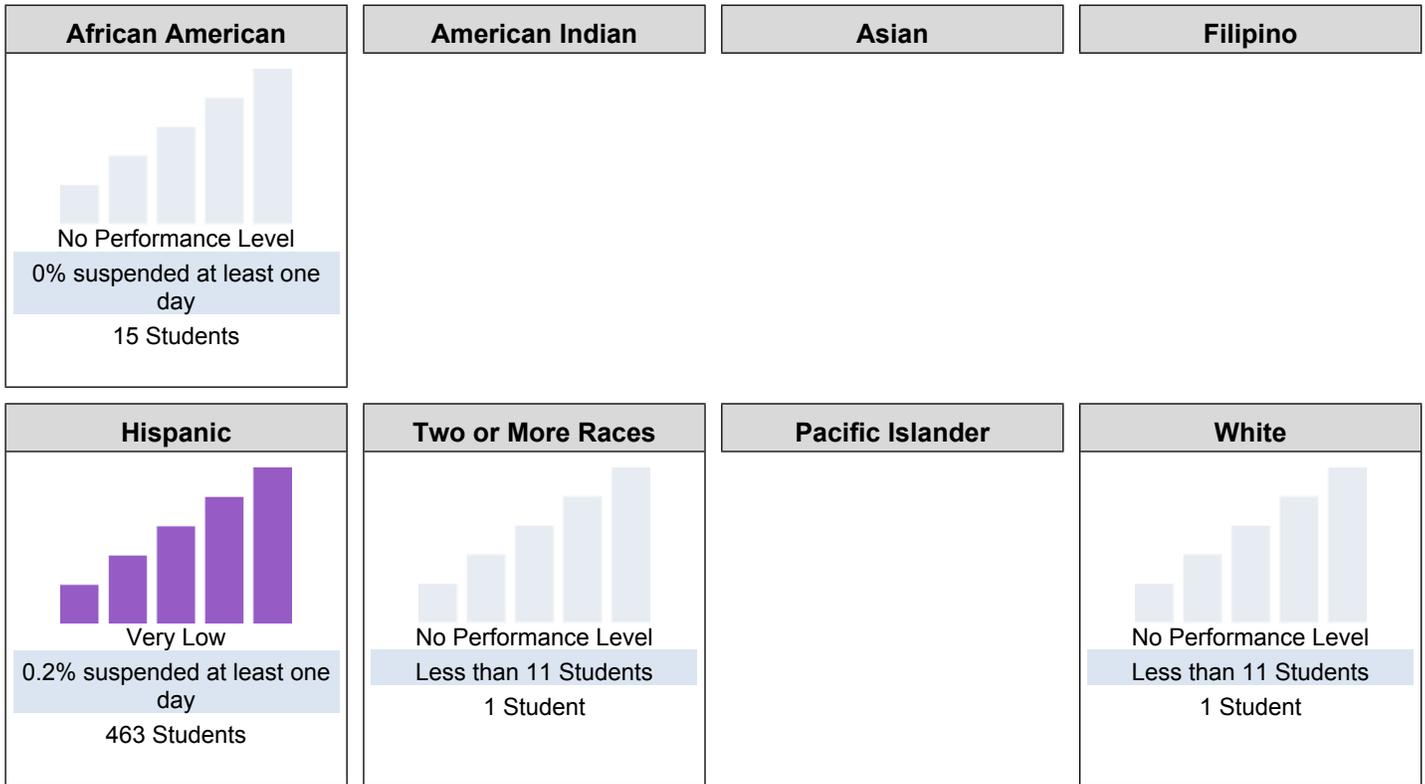
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Data indicates less than 1% suspensions across all subgroups.

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

Instruction- ELA/ELD and Math

LEA/LCAP Goal

High Quality Teaching and Learning

Goal 1

High Quality Instruction in ELA/ELD and Mathematics

Identified Need

As part of the comprehensive needs assessment, stakeholders examined parent surveys, ELPAC Scores, benchmark and interim assessments, and grades. The 2023-24 SBA assessment data in ELA and Math establish baseline for growth. Results continue to indicate a need to provide high quality data-driven first best instruction using effective instructional strategies, gradual release of scaffolds and informal assessments. The data indicates a need to provide effective interventions using the CA MTSS model with progress monitoring tools to measure growth. Additionally, data indicates discrepancies between progress of English learners compared to non English learners. i-Ready assessment data in ELA and math indicates growth in Tier 1 with a decrease in tier 2 and 3 however there continues to be a significant number of students performing one or more years below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023-2024 SBA ELA Distance from Level 3	School-wide overall performance is -38 percent from level 3	Increase 23-24 SBA ELA data by 10 points (distance from level 3)
2022-2023 SBA Math Distance from Level 3	School-wide overall performance is -55 percent from level 3	Increase 23-24 SBA math data by 10 points (distance from level 3)
2022-2023 ELPAC Assessment Change in proficiency levels	2022-2023 ELPAC 17 students increase by 1 or more proficiency levels 8 students decrease by 1 proficiency level	Increase number of students who increase at least 1 level by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 i-Ready ELA Data Percent of students at Tier 1, 2 and 3	15% of students are currently on track for meeting end of year standards Kindergarten = 11% First= 10% Second =24% Third = 20% Fourth = 19% Fifth = 8%	Increase number of students at grade level or above by 30% Decrease number of Tier 2 students by 5% Decrease number of Tier 3 students by 10%
i-Ready Math Diagnostic Assessment Percent of students at Tier 1, 2 and 3	6% of students currently on track for meeting end of year standards Kindergarten: 9% First: 4% Second: 4% Third: 2% Fourth: 7% Fifth: 8%	Increase number of students at grade level or above by 20% Decrease number of Tier 2 students by 20% Decrease number of Tier 3 students by 15%

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

Provide ELA/ELD and Math Instructional Coaches to support instruction through professional development, co-planning, co-teaching, demonstration lessons and provide intervention tutoring to support Designated ELD and MTSS- Tier 2.

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)

377,612

Source(s)

LCAP
1000-1999: Certificated Personnel Salaries

None Specified
None Specified

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

Provide Teacher on Special Assignment (TOSA) to support School-wide PBIS, MTSS Social and Emotional needs, Interventions and monitor attendance

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)

126780

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

22376

LCAP

1000-1999: Certificated Personnel Salaries

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

Provide extra hours for professional development (EL, Arts Integration, MTSS and small group instruction), collaboration and afterschool tutoring/enrichment (conferences, trainings, extra hours)

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)

8000

Source(s)

LCAP

1000-1999: Certificated Personnel Salaries

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

Update computers/printers/hardware and software to support technology-based instruction in all subject areas

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)

2,000

Source(s)

LCAP
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Instructional Coaches met with classroom teachers both individually and/or during grade level collaborations and staffing meetings to provide professional development in ELA, ELD, and Math. TOSA coordinated school-wide PBIS incentives including implementation of Playworks recess activities to create Safe and Civil inclusive school environment. All TOSAs provided in school interventions to support targeted groups. Instructional assistants and playground supervisors were provided with professional development to support classroom rules and expectations.

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

Limited purchase of laptops to support technology due to limited need for replacement devices.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals for the 22-23 established baseline data to establish 23-24 goals. This included SBA and i-Ready data. The 2023-24 Goal 1 and Action steps will remain the same.

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

College and Career

LEA/LCAP Goal

College and Career Culture

Goal 2

Develop a College and Career Readiness Schoolwide Culture

Identified Need

As part of the comprehensive needs assessment, stakeholders examined attendance data trends over the past 3 years, Title 1 parent surveys and discipline referrals. The data indicated a need to reduce chronic absenteeism to promote a College and Career Readiness culture. AVID is currently being implemented in 9 out of 12 general education grade classrooms. Data based on AVID CCI instrument indicates need to continue refinement of AVID strategies. Title 1 and LCAP survey indicated 66 out of 67 parents were satisfied with the implementation of AVID.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 Chronic Absenteeism	53.59% of students chronically absent and 14.37% of students nearly chronically absent	Decrease percentage of chronically absent by 10%
Number of classrooms implementing AVID	9 out of 12 general education classrooms	Increase number of classroom teachers trained in AVID by 2 classrooms.

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)

Targeted AVID Classrooms

Strategy/Activity

Provide professional development for teachers in AVID classrooms with AVID strategies through on-going professional development and collaboration

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)

1000

Source(s)

LCAP

1000-1999: Certificated Personnel Salaries

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

Provide assemblies and enrichment activities with outside consultants in areas such as science, social studies, growth mindset, diversity, bully awareness, visual arts integration, etc.

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)

1000

Source(s)

LCAP

5000-5999: Services And Other Operating Expenditures

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

Promote a college/career bound environment by promoting school-wide attendance incentives, college field trips and college-bound materials and supplies (AVID).

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)

2900

Source(s)

LCAP

4000-4999: Books And Supplies

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

Provide incentives to decrease chronic absenteeism.

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)

4000

Source(s)

LCAP
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

School-wide attendance incentives and parent education meetings decrease the percent of students nearly or chronically absent by 12%. AVID instructional strategies are observed in all AVID Elementary classrooms.

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

State funded ELOP afterschool programs provided students with a variety of interest based courses and field trip opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

[N/A]

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 Climate

LEA/LCAP Goal

Creating positive school climate and environment conducive to learning

Goal 3

Safe and Civil: Creating a positive school climate and environment conducive to learning.

Identified Need

As part of the comprehensive needs assessment, stakeholders examined:

2022 Title 1 Parent Survey:

- 99% of parents who returned the survey stated the environment is caring and supportive.
- 97% of parents who returned the survey stated the school is a safe place for my child.
- 99% stated my child likes this school

Attendance Data (June 2023)

- Percent of students chronically absent decreased by 12% from previous year.

2021 – 2022 Behavior Data

2 Suspensions

Increased parent participation in school-wide events as evident in parent survey.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	42% respondents completed the survey	Increase number of respondents by 10%
Suspension Report	2 suspension	Maintain Baseline data

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

Provide extra hours for NDA and SH Instructional Assistants to participate in Playworks and SPED professional development. Provide additional hours for increased supervision in all common areas

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)

11665

Source(s)

LCAP
2000-2999: Classified Personnel Salaries

5000

Per Pupil
2000-2999: Classified Personnel Salaries

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

Purchase outdoor equipment to support Playworks implementation

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)

1000

Source(s)

LCAP

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

Provide substitute release time for teachers to participate in MTSS parent 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)

2000

Source(s)

LCAP

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Due to Playworks Junior Coach implementation, students were provided opportunities to demonstrate leadership skills. Playground supervisors (NDAs) were equipped with tools to increase participation during recess. Incentive programs helped to maintain good attendance for many students.

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

Funds were not allocated to provide substitutes to release teachers for MTSS meetings due to staffing shortages.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 23-24 SPSA goals for creating a positive school climate an environment conducive to learning will remain the same but will reflect an increase in the extra hours for playground supervision and training of classified staff.

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

Parent Engagement

LEA/LCAP Goal

Parent Engagement

Goal 4

Increase parent involvement: Increase opportunities for parents in meaningful high impact activities that support teaching and learning.

Identified Need

As a part of the comprehensive needs assessment, stakeholders examined data from 2021 Title 1 survey and observational parent input. Of the 178 Title one surveys returned (42.4%):

- 96% stated the school actively seeks input from parents before making important decisions.
- 93% stated the school offers training and workshops that I can use to help my child's learning.

Input from SSC indicates a desire to have English Language Development classes for parents.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Title 1 Parent Survey	150 Surveys completed = 42%	Increase number of surveys completed to 50%
Average number of parent attendees during parent education workshops	20 participants	Increase percentage of parents attending events by 5%
Calendar of parent meetings	2-3 per month	Increase percent of parent responses to agree or strongly agree by 1%

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

Provide opportunities for parents to participate in morning and evening parent workshops to address school-wide needs including academic supports, attendance, technology, mental health awareness and English Language Development.

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)
1000	LCAP
	None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Increased parent participation in school-wide events. Feedback on Title 1 and LCAP Parent survey indicated 93-99% were satisfied or very satisfied with school-wide events for parents and students. Frequent communication on school wide events was provided digitally through ParentSquare (parent/school communication program), paper copies and posted on school website and Schoology.

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

Limited parent participation during informational meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 23-24 SPSA Goal will remain the same for Parent Involvement.

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	\$126,780.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$566,333.00

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 (\$)
Title I	\$126,780.00

Subtotal of additional federal funds included for this school: \$126,780.00

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 (\$)
LCAP	\$434,553.00
Per Pupil	\$5,000.00

Subtotal of state or local funds included for this school: \$439,553.00

Total of federal, state, and/or local funds for this school: \$566,333.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCAP	434,553.00
Per Pupil	5,000.00
Title I	126,780.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	535,768.00
2000-2999: Classified Personnel Salaries	16,665.00
4000-4999: Books And Supplies	8,900.00
5000-5999: Services And Other Operating Expenditures	1,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	4,000.00
1000-1999: Certificated Personnel Salaries	LCAP	408,988.00
2000-2999: Classified Personnel Salaries	LCAP	11,665.00
4000-4999: Books And Supplies	LCAP	8,900.00
5000-5999: Services And Other Operating Expenditures	LCAP	1,000.00
2000-2999: Classified Personnel Salaries	Per Pupil	5,000.00

1000-1999: Certificated Personnel Salaries

Title I

126,780.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	536,768.00
Goal 2	8,900.00
Goal 3	19,665.00
Goal 4	1,000.00

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
- 1 Other School Staff
- 5 Parent or Community Members
- NA Secondary Students

Name of Members

Role

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

	English Learner Advisory Committee
	Other: Leadership Team

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 October 26, 2023.

Attested:



Principal, Linh Roberts on October 26, 2023



SSC Chairperson, Josefa Vargas on October 26, 2023

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.

[Educational Partner 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.

Educational Partner 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 as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **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 Educational Partner 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 (Educational Partner 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/guidanceuseseseinvestment.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 (Educational Partner 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/guidanceuseseseinvestment.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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