

The School Plan for Student Achievement

School: Los Cerritos Elementary
CDS Code: 41690706045082
District: South San Francisco Unified School District
Principal: Kennelyn Celeste
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Los Cerritos Elementary's Vision and Mission Statements

Our mission is to foster creativity and independence using growth mindset.

We are committed to encouraging our students to collaborate about their successes and challenges.

We will provide a caring and enthusiastic environment to our community of scholars.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Classroom Observations

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The following state assessments will be used to modify instruction and improve student achievement at Los Cerritos: California Assessment of Student Performance and Progress (CAASPP) - English Language Arts and Math (3-5 Grades) and the California Standards Test - Science (5th Grade). The CAASPP results provide teachers data of individual student and grade level performance as related to the performance bands. We evaluate student performance and identify students who are in the margins of advancing or falling back proficiency levels. We then create student groupings for differentiated instruction and develop schoolwide goals. Data from the English Language Proficiency Assessments for California (ELPAC) for all K-5 English Learners is also analyzed to determine students' annual progress in learning English as well as leveling students by proficiency level for English Language Development instruction.

In 2017-2018 school year, the California Assessments of Student Performance and Progress (CAASPP) were administered. The Common Core Smarter Balanced Assessment Consortium (SBAC) is a state-led consortium that develop assessments aligned to the Common Core State Standards in ELA and Math. We will also be administering SBAC's Interim Assessment Blocks (3-5 Grades) and also we focus our attention on informal and formal local benchmark assessments.

The following local assessments are used to modify instruction and improve student achievement at Los Cerritos: Fountas and Pinnell (F&P) Reading Benchmark, on-demand writing prompts, Math Expressions Mid- and End-of-Unit Assessments. The results provide teachers the opportunity for collaborative reflection that include an analysis of the strengths and challenges of student performance, goal-setting and planning of subsequent instruction. The F&P Reading Assessment (K-5) and Brigance (K Grade) are diagnostic assessments that help teachers pinpoint where students' difficulties lie, enabling teachers to adapt their instruction and identify students who need targeted interventions. Please refer to the next section on how our local assessment results are used to monitor student progress and modify instruction.

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

Benchmark assessment results are optimally used at Los Cerritos during a Professional Learning Community (PLC) cycle of inquiry (see next paragraph). For the 2017-2018 school year the ELA/Literacy and Math Interim Assessment Blocks (Grades 3-5), on-demand writing prompts (K-5 Grades) and Math Expressions Math Mid- and End-of-Unit Assessments will be administered after each ELA and Math unit have been taught respectively. Students will be exposed to and assessed to opened-ended constructive response questions and performance tasks that are similar to Smarter Balanced questions.

The PLC cycle of inquiry begins with an assessment preview in which teachers focus on analyzing an upcoming assessment for the purpose of strengthening their instruction during the time between preview and test administration. Then teachers analyze an upcoming lesson or create a lesson to intentionally plan with Common Core State Standards, high student engagement learning activities and evidence-based methods to monitor student learning. The cycle is complete when the assessment is administered and data analysis of the results takes place. Teachers then identify areas of strengths and weaknesses, patterns or trends with individual students and/or subgroup performance and they develop an instructional plan with their grade level to improve student learning.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Los Cerritos has staffed all classrooms with fully credentialed, highly qualified teachers per the requirements of the Elementary and Secondary Education Act (ESEA). All of the school's special education teachers are fully credentialed and highly qualified. All teachers of English Learners are fully credentialed, highly qualified and hold CLAD/BCLAD authorizations. All instructional aides meet NCLB qualification requirements.

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

Los Cerritos teachers of all grade levels have received trainings through the district on the SBE adopted core program in English Language Arts (Wonders) and programs for Reading and Writing Workshop. Teachers also received training from the district on implementing the Math curriculum (Math Expressions). The trainings featured the use of instructional materials and content for ELA and Math for each grade level. Teachers who have not been trained or would like followup training will be informed about professional development and will take training opportunities provided by the district for ELA Wonders and Math Expressions. Teachers will consult with the principal and trainers regarding questions about adoption implementation. Other teacher professional development programs that teachers will be receiving this school year includes CCSS (Common Core State Standards), English Language Development, RTI2 (Response to Instruction and Intervention) and PBIS (Positive Behavior Intervention Support.)

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

The alignment of staff development to standards, assessing student performance and professional needs have been based on the following District Priorities: 1) Improve Curriculum, Instruction and Assessment 2) Bolster Professional Learning and Collaboration and 3) Strengthen Leadership Capacity. Los Cerritos teachers have been trained in all district initiatives and fulfill district expectations for site implementation of instructional strategies each year as established by the district. As we continue to implement Common Core State Standards, teachers will also receive many of the following staff development opportunities that align with standards, assessing student performance and professional needs: Common Core State Standards (CCSS), English Language Development and Unpacking CCSS; Response to Instruction and Intervention (RTI2) and Positive Behavior Intervention Support (PBIS). All trainings are on-going and followup support is provided by the district, Teachers on Special Assignment and the principal.

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

The district's Teachers on Special Assignment (TOSAs) provide Los Cerritos teachers and the principal ongoing ELA/ELD and Math instructional assistance and support. They are content experts who are knowledgeable about the adopted programs, Academic Conferencing and have experience coaching teachers. They work inside the classrooms and during collaboration and staff development days to support teachers and the principal by deepening teachers' knowledge about the content, the delivery of instruction and assessments.

Our TOSAs have received Common Core training through the district's Educational Services Department. Our TOSAs develop site presentations, collaborate with the principal to determine how/when to deliver the trainings, and become leaders by providing Common Core specific professional development throughout the year.

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

All teachers district-wide receive 1 hour every other week for teacher-directed collaboration (total of 2 hours a month). Los Cerritos teachers will receive an additional hour of principal-facilitated teacher collaboration every other week; that is, every Wednesday students are released early to give time for teachers to collaborate (a total of 2 hours a month). In addition, all Los Cerritos teachers are released monthly from their classrooms for half-day or full-day teacher collaboration to meet with the principal, grade level partners and cross-grade level colleagues. The following topics are covered during teacher collaboration: * Adoption Implementation * Professional Learning Community* Professional Reading on Research-Based Educational Practices * Response to Instruction and Intervention * Common Core State Standards * Designated and Integrated English Language Development * Positive Behavior Intervention Support. The district also established district-wide grade level Roundtable Meetings 4 times this school year. This allows teachers teaching the same grade level across the district to collaborate more on Common Core and share instructional strategies.

During teacher collaboration, assessment data is disaggregated and analyzed and used to inform, modify and strengthen instruction. Teachers discuss ELA and Math data reports to identify strengths and weaknesses of student performance; create grade level, class and Focus Student SMART goals; examine the core materials; and brainstorm and agree on high-engagement instructional strategies to implement in the classroom. Collaboration time is guided by the following questions: 1. What is it we want our students to learn? 2. How will we know if each student has learned it? 3. How will we respond when some students don't learn? 4. How can we extend and enrich the learning for students who already know it? 5. What other school community factors need to be addressed to facilitate whole child learning?

Teaching and Learning

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

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.

Los Cerritos teachers provide students daily, culturally and linguistically responsive instruction with the SBE adopted core programs that are aligned with Common Core State Standards. Used in every classroom, Wonders and/or Reader's Workshop and Math Expressions materials are available and utilized to meet the needs of every student (English Only, ELLs, Students with Disabilities and Gifted and Talented Students). The district has given access to draft instructional unit guides for each grade level for the Wonders English Language Arts program and Reader's and Writer's Workshop in order for all teachers to know when each lesson/unit is expected to be taught, in what sequence to ensure content coverage and when they will be assessed. Instructional unit guides are accessible online and used in classrooms and during teacher collaboration. In conjunction with referring to the district instructional units guide, teachers will unpack the Common Core State Standards and will be reviewing the SBAC Interim Comprehensive Assessments and Interim Assessment Blocks online to provide students multiple opportunities to review and apply what standards and skills they have learned.

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

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local and state assessments.

All Los Cerritos teachers adhere to the state recommended instructional minutes for English Language Arts, Math and ELD. The school complies with and monitors implementation of sacred instructional time for the adopted programs and is protected from interruptions. Daily agendas displaying time and content areas is visible in all classrooms. Time-protected instruction including intervention within the school day (Intensive) is as follows: * K-ELA (60)/Intensive (30), Math (30)/Intensive (30), ELD (30) 1st-3rd-ELA (120)/Intensive (30), Math (60)/Intensive (30), ELD (45) 4th-5th-ELA (90)/Intensive (30), Math (60)/Intensive (30), ELD (45)

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

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local and state assessments.

The district's English Language Arts and Math instructional unit guides allow for time and flexibility to include review/intervention time before and after the assessments are administered. The benchmark results are used to identify students who need academic intervention, review or acceleration. At Los Cerritos teachers provide tiered small group differentiated instruction to below level, on-level or beyond level students using the Targeted Instructional Group (TIG) model. Teacher representatives from the school are actively involved in developing the instructional units guide for their grade level.

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

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local and state assessments.

In accordance to the Williams settlement, all students have access to the following standards-based instructional materials appropriate to all student groups: McGraw Hill Wonders English Language Arts (ELA)- Every student at Los Cerritos have their Wonders student edition(s), practice book(s), leveled readers and other support materials for core instruction. Every identified student at Los Cerritos needing intensive ELA intervention (at-risk or below grade level) have access to intervention materials and leveled readers and the Fountas and Pinnell Leveled Literacy Intervention program. McGraw Hill English Language Development (ELD)- Every EL student at Los Cerritos has access to a Wonders ELD practice book and other support materials for EL instruction. Two other programs that support EL instruction are: Teacher Created Materials' Non-Fiction Reader Kits and Language Power program. Houghton Mifflin Math Expressions- Every student at Los Cerritos has access to their Math Expressions student edition, math workbooks, manipulatives and other support materials for core instruction. Students who are at-risk or below grade level will have access to intervention materials. Fountas and Pinnell leveled libraries - All students in grades K-5 have access to standards-based leveled fiction and nonfiction books designed for their instructional and independent reading levels. Students of all levels build their reading stamina, comprehension, and vocabulary. In the same classroom, advanced readers can read above-grade-level books, while struggling readers can find books that allow them to develop their reading skills. FOSS Science- Every student at Los Cerritos have their FOSS student edition, practice book and access to experimental support materials. Scott Pearson Social Studies- Every student at Los Cerritos have their Social Studies practice book or newsprint, an atlas, leveled readers and other support materials.

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

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local and state level assessments.

Los Cerritos teachers use Wonders and/or Reading and Writing Workshop standards-aligned instructional materials for core ELA instruction and Universal Access time. Each Wonders/Reader's and Writer's Workshop classroom have the following posted: lesson objective(s), letter-sound cards, target comprehension strategies and skills and vocabulary word cards. To differentiate instruction while the teacher is providing small group instruction, students will be writing; independently practicing previously learned skills; using workstation flip charts; technology, using below level, on-level or beyond leveled practice materials and readers. RAZ Kids, an ELA supplemental and the Fountas and Pinnell Leveled Literacy Intervention is also used for intervention programs for intensive and strategic students. Los Cerritos teachers use Math Expressions standards-aligned instructional materials for core instruction and Universal Access Time. Each Math Expressions classroom have the following posted: unit topic and lesson that embeds the Standards for Mathematical Practice, lesson objective(s) and vocabulary.

Opportunity and Equal Educational Access

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

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and state level assessments.

During school interventions include Universal Access Time, Targeted Instructional Groups, Computer and/or iPad Access, English Language Development and Newcomer Program, One-On-One or Small Group Instructional Aide Time, Tier 2 and Tier 3 Push-In and Pull-Out Intervention and Special Education Universal Access: During or after core whole-group instruction students are provided differentiation of instructional content and materials and flexible grouping to ensure they have equitable access to the curriculum. Teachers formatively assess their students and modify their instruction to meet the needs of all learners: intensive/strategic (below-level) students are re-taught content, proficient (on-level) students review towards mastery of content taught and advanced learners (beyond level) are provided extension/challenge activities to apply what they have learned. Lessons are also frontloaded (pre-taught) to English Learners and students with disabilities.

Targeted Instructional Groups: All Los Cerritos teachers in grades TK-5 create TIG groups (generally a small group of 3-6 students) to provide targeted instruction on specific skills. Students are grouped by their abilities, specific learning needs and/or they are leveled by how they performed on formative assessments. Students who are academically struggling and need additional support are brought together in a small group to receive targeted instruction on specific content and skills. Likewise, groups of students who are exceeding standards are provided further enrichment or acceleration opportunities in a small-group setting. Students in Kindergarten receive TIG after their instructional day.

Computer and/or iPad Access: Our primary grades have computer carts and iPads in each classroom. Also, our intermediate grades have computer carts in each classroom which allow students to receive differentiated instruction for word processing, research, typing practice and accessing core and supplemental online curriculum programs (RAZ Kids and other online programs will be used to support intervention and acceleration).

English Language Development: ELD instruction occurs daily and instruction is aligned to the ELD Content Standards. Teachers with English Learners in their classroom are able to use the Teacher Created Materials Time for Kids Non-Fiction curriculum and the Language Power program to teach the different proficiency levels of English Learners to ensure that students advance at least one level of English proficiency yearly.

A Newcomer ELD program provides consistent, structured standards-based ELD instruction to all beginning level EL students. Bilingual instructional aides also provide English Learners primary language instruction/support during the instructional day.

One-on-One or Small Group Instructional Aide Time: Identified students who are academically and/or emotionally/behaviorally struggling are provided one-one-one support or small group 2-3 times a week with an instructional aide or bilingual instructional aide. They push-in to provide in-class reading or math support or pull-out to frontload or review specific content and skills.

Special Education: The Los Cerritos Special Education Department consists of an Academic Instruction Kindergarten Teacher (1 FTE), Academic Instruction 1st/2nd Grade Teacher (1 FTE), TK-5 Academic Support Teacher (1 FTE), Speech Pathologist (1 FTE) and a School Psychologist (.4 FTE). Our SpEd staff provides comprehensive support for students with Individual Education Plans (IEP) and Behavior Intervention Plans (BIP), screening and assessing students with suspected learning disabilities and providing early intervention or remedial support and expertise for Tier 2 and 3 students. The SpEd staff meets monthly to collaborate on how to academically and behaviorally support students with special needs in their Least Restrictive Environment and ensure IEP compliance.

14. Research-based educational practices to raise student achievement

The following programs implemented at Los Cerritos are research-based educational practices that will raise student achievement.

Adopted Core Curriculum: At Los Cerritos, there is implementation of McGraw Hill Wonders, a research-based English Language Arts core program as well as Reader's and Writer's Workshop. Wonders and the Workshop model focus on the essential elements of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and reading comprehension. Treasures and Reader's and Writer's Workshop also facilitate whole and small-group instruction, guided reading, gradual release responsibility for learning and cooperative learning activities. Math Expressions is a Common Core Math core program that is fully being implemented at Los Cerritos. The program focuses on building number fluency, deepening conceptual understanding of math content and applying strategies to real-life problems.

Response to Instruction and Intervention and Multi-Tier System of Support (MTSS): Los Cerritos is in the intermediate stages of defining and implementing a tiered RTI/MTSS model, that is, the practice of providing quality instruction and intervention and using student learning in response to that instruction to make important instructional and educational decisions. Research data have found that RTI is an effective systemic practice reducing the number of special education referrals and increasing positive student outcomes such as improved reading scores (Burns, Appleton, & Stehouwer, 2005). Los Cerritos's Tier 1 provides all learners quality core instruction that will adequately address the needs of most of students (80%-90%). Students who require additional support beyond Tier 1 curriculum and instruction will receive Tier 2 supplemental interventions delivered in small groups daily or several times a week (approximately 6-15% of the student population). Students requiring more intensive interventions than those provided in Tier 2 need layered interventions and resources and/or individualized support with increased intensity, duration and frequency at the Tier 3 level (1-5%).

Parental Involvement

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

Academic Resources

Academic Center: Tier 2 students are referred to this after school tutoring program for small group instruction taught by an instructional aide. Students receive reading or math support 2x a week. **Genentech Tutoring:** 40 students in grades 3-5 receive one-on-one tutoring support as well as math and science enrichment 1x week. **Migrant Education Tutoring:** Identified students receive small group instruction on reading fluency, homework help and access to the Language Power English Learner curriculum.

Behavior Resources

Youth Services Bureau Counseling: YSB is a non-profit, community based, family counseling agency affiliated with the YMCA of San Francisco. A counseling intern provides on-site support two days a week to referred students at Los Cerritos. The purpose of this program is to assist students in feeling better about themselves and being more responsible in school, with peers and their home environments. The intern works on social skills, conflict resolution skills, values, decision-making skills and self-esteem issues. Depending on the age of the child, different activities, such as art and play therapy, role-playing, discussion and games take place. Students are seen individually or in a group. All services are provided free of charge.

Beacon Therapeutic Support Services: Beacon provides individualized or group mental health and behavioral supports to students with IEPs as well as general education students. Beacon's therapy groups focus on building social skills such as playing and sharing appropriately and identifying feelings. Beacon also supports staff and families by providing parenting classes on relevant topics such as the IEP process, positive parenting and internet safety.

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

Los Cerritos's School Site Council which includes parents/community representatives, classroom teachers and other school personnel are involved in planning, implementing and evaluating the consolidated application programs. Specific actions to improve educational practice as outlined in the Single Plan for Student Achievement are discussed and agreed upon. The SSC also monitors and evaluates the level of implementation as well as evidence of implementation of specific educational practices. Changes on how school site resources will be allocated to address student achievement needs are also identified in the Single Plan for Student Achievement and the Yearly Evaluation of Consolidated Programs.

Funding

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

Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local and state assessments.

Teacher Collaboration Days funded by Title I and Fund 123 (EL) releases Los Cerritos teachers monthly from their classrooms for a half-day or full day teacher collaboration to meet as a Professional Learning Community with the principal, grade level partners and cross-grade level colleagues. The following are topics are covered during teacher collaboration: * Adoption Implementation * Professional Learning Communities * Professional Reading on Research-Based Educational Practices * Response to Instruction and Intervention * Common Core State Standards * Positive Behavior Intervention Support During all teacher collaboration, assessment data is disaggregated and analyzed and used to inform, modify and strengthen instruction. Teachers discuss ELA and Math data analysis reports to identify strengths and weaknesses of student performance; create grade level, class and Focus Student SMART goals; examine the core materials; and brainstorm and agree on high-engagement instructional strategies to implement in the classroom. Instructional aides (funded by Title I) provide Tier 2 and Tier 3 interventions to students who need academic and/or behavioral support. They push-in classrooms to preteach or reteach content and skills taught to students. During TIG time, instructional aides lead a small learning group and/or support students to access the curriculum via computer technology or reinforcement activities in our Learning Labs. Bilingual instructional aides (funded by the district) also provide English Learners primary language instruction/support during the instructional day. For the Academic Center Intervention Program we identify at-risk students who are performing at Standard Not Met and Standard Nearly Met to receive after school remedial support with certificated teachers and instructional aides (Title I and 180 Fund). Tier 2 and 3 students are provided 30-60 minutes of small group targeted instruction 1-3 times a week. The following Instructional materials and supplies (funded by Title I) are provided to support and enhance our instructional programs: * We will be looking into a comprehensive online solution that identifies our Tier 2 and 3 students' learning challenges and provides adaptive response individualized learning instruction in ELA and Math. Teachers have access to reports to monitor students' progress.

18. Fiscal support (EPC)

Title 1 funds services, programs and personnel to support our high population of students who qualify for free- or reduced-priced meals. These monies are allocated to our instructional aide salaries, teacher collaboration substitutes, field trips and instructional supplies. * The 180 is our site discretionary and at least 50% of it is dedicated to interventions specifically Academic Center. The 180 is also used to pay for teachers who attend PLC Leadership Team Meetings. * Fund 123 provides targeted intervention and student supplementary services for English Learners, as well as supplementary books, materials, supplies and professional development. * Gift Fund monies come from generous community members, companies and organizations such as Target, Silicon Valley Foundation and Wells Fargo who believe in the importance of field trips, books in the classroom and music instruction to name a few.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	44	40	43	43	39	43	43	39	95.6	97.7	97.5
Grade 4	44	52	49	41	48	48	41	48	48	93.2	92.3	98
Grade 5	47	49	57	47	46	54	47	46	54	100	93.9	94.7
All Grades	136	145	146	131	137	141	131	137	141	96.3	94.5	96.6

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2423.7	2394.9	2420.3	21	4.65	23.08	26	23.26	20.51	23	32.56	28.21	30	39.53	28.21
Grade 4	2451.2	2449.4	2422.7	7	16.67	4.17	34	20.83	20.83	27	25.00	27.08	32	37.50	47.92
Grade 5	2472.5	2455.0	2469.3	11	4.35	14.81	19	19.57	20.37	34	30.43	22.22	36	45.65	42.59
All Grades	N/A	N/A	N/A	13	8.76	13.48	26	21.17	20.57	28	29.20	25.53	33	40.88	40.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	4.65	28.21	47	51.16	53.85	30	44.19	17.95
Grade 4	17	22.92	6.25	54	47.92	56.25	29	29.17	37.50
Grade 5	13	8.70	14.81	45	56.52	38.89	43	34.78	46.30
All Grades	18	12.41	15.60	48	51.82	48.94	34	35.77	35.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	13.95	17.95	47	44.19	48.72	33	41.86	33.33
Grade 4	7	21.28	6.25	59	46.81	47.92	34	31.91	45.83
Grade 5	17	13.04	18.52	55	45.65	44.44	28	41.30	37.04
All Grades	15	16.18	14.18	53	45.59	46.81	31	38.24	39.01

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	16	6.98	20.51	65	76.74	56.41	19	16.28	23.08
Grade 4	10	14.58	4.17	78	56.25	66.67	12	29.17	29.17
Grade 5	9	8.70	9.26	55	60.87	57.41	36	30.43	33.33
All Grades	11	10.22	10.64	66	64.23	60.28	23	25.55	29.08

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	21	9.30	20.51	58	65.12	51.28	21	25.58	28.21
Grade 4	15	16.67	8.33	66	62.50	60.42	20	20.83	31.25
Grade 5	13	2.17	20.37	70	67.39	48.15	17	30.43	31.48
All Grades	16	9.49	16.31	65	64.96	53.19	19	25.55	30.50

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	44	40	45	43	39	44	43	39	100	97.7	97.5
Grade 4	44	52	49	43	52	48	41	52	48	97.7	100	98
Grade 5	47	49	57	47	48	56	47	48	56	100	98	98.2
All Grades	136	145	146	135	143	143	132	143	143	99.3	98.6	97.9

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2436.0	2406.6	2432.9	16	6.98	12.82	34	37.21	30.77	32	13.95	38.46	18	41.86	17.95
Grade 4	2440.7	2447.2	2404.8	5	11.54	2.08	15	17.31	6.25	46	42.31	31.25	34	28.85	60.42
Grade 5	2476.5	2448.2	2439.9	6	2.08	5.36	17	6.25	8.93	36	37.50	28.57	40	54.17	57.14
All Grades	N/A	N/A	N/A	9	6.99	6.29	22	19.58	13.99	38	32.17	32.17	31	41.26	47.55

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	18	23.26	17.95	55	39.53	56.41	27	37.21	25.64	
Grade 4	5	13.46	4.17	37	34.62	16.67	59	51.92	79.17	
Grade 5	13	4.17	7.14	34	20.83	25.00	53	75.00	67.86	
All Grades	12	13.29	9.09	42	31.47	30.77	46	55.24	60.14	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	13.95	20.51	61	46.51	51.28	18	39.53	28.21
Grade 4	10	15.38	6.25	46	44.23	37.50	44	40.38	56.25
Grade 5	9	0.00	8.93	40	41.67	33.93	51	58.33	57.14
All Grades	13	9.79	11.19	49	44.06	39.86	38	46.15	48.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	16.28	23.08	64	53.49	66.67	9	30.23	10.26
Grade 4	5	13.46	2.08	63	46.15	31.25	32	40.38	66.67
Grade 5	9	2.08	7.14	51	50.00	30.36	40	47.92	62.50
All Grades	14	10.49	9.79	59	49.65	40.56	27	39.86	49.65

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
309	66.7%	41.1%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	127	41.1%
Homeless	3	1.0%
Socioeconomically Disadvantaged	206	66.7%
Students with Disabilities	32	10.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	2.9%
Asian	31	10.0%
Filipino	33	10.7%
Hispanic	197	63.8%
Two or More Races	16	5.2%
Pacific Islander	13	4.2%
White	9	2.9%






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 411 453 441">English Language Arts</p>  <p data-bbox="297 491 368 516">Yellow</p>	<p data-bbox="695 411 927 441">Chronic Absenteeism</p>  <p data-bbox="776 491 850 516">Orange</p>	<p data-bbox="1198 411 1382 441">Suspension Rate</p>  <p data-bbox="1255 491 1326 516">Green</p>
<p data-bbox="261 611 407 640">Mathematics</p>  <p data-bbox="297 690 368 716">Orange</p>		
<p data-bbox="201 810 467 840">English Learner Progress</p>  <p data-bbox="212 890 456 915">No Performance Color</p>		

Conclusions based on this data:

- 1.

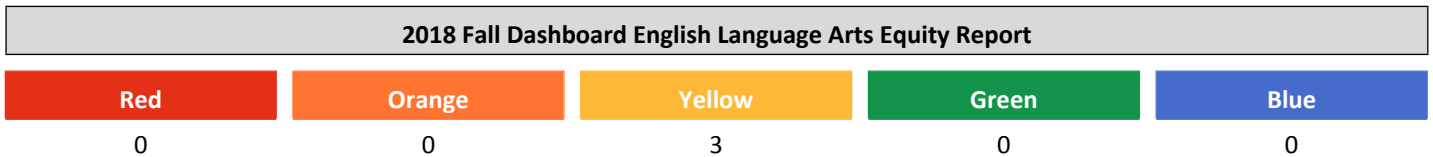
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 29.2 points below standard Increased 5.6 points 133 students	 Yellow 34.5 points below standard Increased 6.2 points 83 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Yellow 42.9 points below standard Increased 9.1 points 102 students	 No Performance Color 75.6 points below standard Declined -6.6 points 22 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.4 points below standard Increased 10.2 points 95 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
46.8 points below standard Increased 22.5 points 60 students	2.3 points below standard Increased 8.3 points 23 students	23.5 points below standard Maintained 0.2 points 47 students

Conclusions based on this data:

- 1.

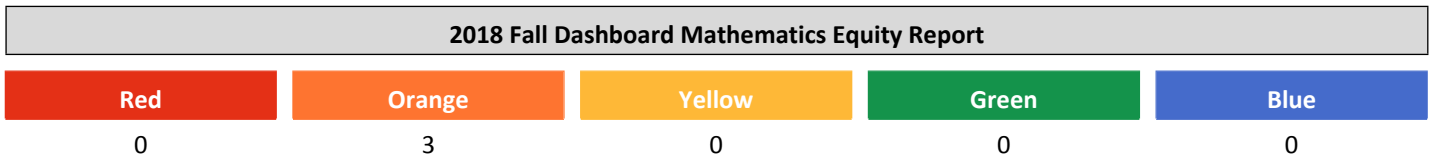
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 61 points below standard Declined -15.7 points 133 students	<p>English Learners</p>  Orange 61.8 points below standard Declined -13.3 points 83 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<p>Socioeconomically Disadvantaged</p>  Orange 69.1 points below standard Declined -6.3 points 102 students	<p>Students with Disabilities</p>  No Performance Color 94.9 points below standard Declined -14.8 points 23 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65.6 points below standard Declined -11.7 points 95 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
68.5 points below standard Increased 4.7 points 59 students	45.2 points below standard Declined -22.6 points 24 students	64.1 points below standard Declined -24.9 points 47 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
121	22.3%	38%	24.8%	14.9%

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	1	1	0

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>16.4% chronically absent</p> <p>Maintained 0%</p> <p>324 students</p>	<p>English Learners</p> <p>Red</p> <p>17.2% chronically absent</p> <p>Increased 7.6%</p> <p>151 students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>18.4% chronically absent</p> <p>Maintained 0.2%</p> <p>234 students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>14.6% chronically absent</p> <p>Declined 1.7%</p> <p>48 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 No Performance Color 16.1% chronically absent Increased 1.8% 31 students	 Green 9.1% chronically absent Declined 3.4% 33 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.4% chronically absent Increased 0.9% 208 students	 No Performance Color 17.6% chronically absent Declined 1.1% 17 students	 No Performance Color 30.8% chronically absent Declined 2.6% 13 students	 No Performance Color 33.3% chronically absent Declined 8.3% 12 students

Conclusions based on this data:

- 1.

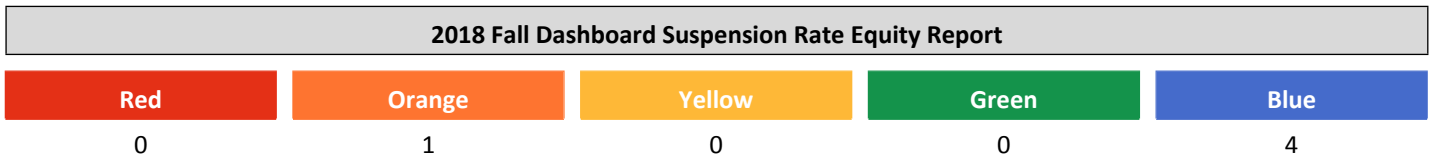
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.3% suspended at least once</p> <p>Increased 0.3%</p> <p>330 students</p>	<p>English Learners</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>152 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0% suspended at least once</p> <p>Maintained 0%</p> <p>238 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>2.1% suspended at least once</p> <p>Increased 2.1%</p> <p>48 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10 students	 No Performance Color 0 Students	 No Performance Color 0% suspended at least once Maintained 0% 34 students	 Blue 0% suspended at least once Maintained 0% 34 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 210 students	 No Performance Color 0% suspended at least once Maintained 0% 17 students	 No Performance Color 0% suspended at least once Maintained 0% 13 students	 No Performance Color 8.3% suspended at least once Increased 8.3% 12 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1% suspended at least once	0% suspended at least once	0.3% suspended at least once

Conclusions based on this data:

- 1.

Planned Improvements in Student Performance

School Goal #1

SUBJECT: ELA/ELD
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy. LCAP Priorities: 2 - Implementation of State Standards 4 - Pupil Achievement 5 - Pupil Engagement 7 - Course Access 3 - Parent Involvement LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #1:
GOAL: INSTRUCTIONAL PROGRAM: ENGLISH LANGUAGE ARTS (INCLUDING INTERVENTIONS) Goal Statement: By May 2019, the percentage of students in grades 3-5 will score in the "Standards Met" and "Standards Exceeded" range as measured by the California Assessment of Student Performance and Progress (CAASPP) ELA/Literacy Summative will increase by 5%.
Data Used to Form this Goal:
Los Cerritos Elementary School has 34% students Meeting or Exceeding Standards in ELA/Literacy. More specifically in Reading 64.5% of students are At/Near or Above Standards. In Writing, 61% of students are At/Near or Above Standards. In Listening, 71% of students are At/Near or Above Standards. And in Research and Inquiry, 69.5% of students are At/Near or Above Standards. The Economically Disadvantaged subgroup is numerically significant and represents 76% of the students tested on the ELA/Literacy Summative. Of this group, 25% scored Met or Exceeded Standards. Out of 107 Economically Disadvantaged students, 75% of them scored Standard Nearly Met or Standard Not Met. The English Learner (EL) subgroup is numerically significant and represents 45% of the students tested on the ELA/Literacy Summative. Of this group, 25% scored Met or Exceeded Standards. Out of 63 EL students, 75% of them scored Standard Nearly Met or Standard Not Met.

The Hispanic subgroup is numerically significant and represents 72% of the students tested on the ELA/Literacy Summative. Of this group, 34% students scored Met or Exceeded Standards. Out of 101 Hispanic students, 66% of Hispanic students scored Standard Nearly Met or Standard Not Met.

Findings from the Analysis of this Data:

Los Cerritos Elementary School has 34% Meeting or Exceeding Standards in ELA/Literacy. We did not meet the goal of decreasing the percentage of students who scored in the Standards Nearly Met and Standards Not Met range by 5%. However, we saw an increase of the percentage of students who scored Standards Met and Standards Exceeded from 30% in 2016-2017 to 34% in 2017-2018. We also saw increases with the Economically Disadvantaged subgroup who scored Standards Met and Standards Exceeded from 20% in 2016-2017 to 25% in 2017-2018. We also saw increases with the English Learner subgroup who scored Standards Met and Standards Exceeded from 15% in 2016-2017 to 25% in 2017-2018. Lastly, we saw increases with the Hispanic subgroup who scored Standards Met and Standards Exceeded from 25% in 2016-2017 to 34% in 2017-2018.

Our goal is to continue to fully implement the Common Core State Standards for ELA and expose students to the SBAC Interim Assessments and ensure the following is happening in each classroom: Readers' and Writers' Workshop, writing and speaking grounded in textual evidence (i.e. journal and reading response writing and collaborative conversations). Our goal is to have all TK – 5th grade students have access to learning and applying these ELA Common Core instructional focus and implement them in their classroom at least 85% of the time.

How the School will Evaluate the Progress of this Goal:

To monitor and evaluate the data, grade level teams will meet with the principal during Teacher Collaboration to reflect on how they are implementing the CCSS instructional focus in their classroom; analyze their students' ELA benchmark assessment data by claims, item analysis reports and student work; calibrate scoring on students' constructed responses and writing; establish, review and revise SMART goals (based on CCSS instructional focus); brainstorm and agree on instructional strategies of target Common Core standards to implement in the classroom; and determine effectiveness of teacher instruction and evidence of student achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ACTION:GOAL 1, ACTION 1 COMMON CORE ELA/ELD PLANNING AND INSTRUCTION Means of Achievement: Alignment of instruction with content standards Task: Teachers will align their planning and instruction with the Common Core State Standards by using the adopted ELA Wonders curriculum and Lucy	Start Date: 08/15/2018 Completion Date: 05/31/2019	Principal	K Field Trip Bus Allocation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1000.00
		Teachers Teachers on Special Assignment	Daily 5/CAFE Teacher Professional Development, Food and Mileage Reimbursements	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Calkins's Reading Units of Study, following the district ELA instructional guide and using supplemental resources, materials and supplies to design and deliver lessons that addresses the Common Core State Standards.</p> <p>Teachers will use the Units of Study in Opinion, Information, and Narrative Writing, mentor/anchor texts for Writer's Workshop, Scott Pearson Social Studies Units, FOSS Science Modules and supplementary non-fiction materials. Teachers will collaborate on the ELA/ELD CCSS in order to determine that grade-level priority standards are taught to mastery and students have multiple opportunities (including field trips) to apply their content knowledge and skills.</p> <p>This year 5 teachers in grades K-2 and TOSAs will be trained on CAFE/Daily 5. The workshop will focus on helping teachers create a structure to meet students' diverse needs during their literacy block.</p> <p>Measures:</p> <p>Weekly lesson plans Walkthrough data Teacher reflections and surveys Benchmark assessment results and analysis Follow-up field trip surveys</p>			Office Depot Classroom Materials and Supplies site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	5,000.00
			1st Grade Field Trip Bus Allocation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1000.00
			2nd Grade Field Trip Bus Allocation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1000.00
			3rd Grade Field Trip Bus Allocation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1000.00
			4th Grade Field Trip Bus Allocation	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	1000.00
			5th Grade Outdoor Education Field Trip Student Scholarships	5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	2000.00
			Office Supplies and Materials (including copy paper, Xerox charges, postage and reprographics charges) Site discretionary 070	4000-4999: Books And Supplies	Site Discretionary	13,680.00
				None Specified	None Specified	
ACTION:GOAL 1, ACTION 2 ELA/ELD	Start Date:	Principal	None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>INSTRUCTIONAL STRATEGIES AND MATERIALS</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>The principal will observe teachers teaching Common Core ELA/ELD instruction in these areas: CAFE/Daily 5, Readers' and Writers' Workshop, Designated ELD and Common Core instructional focus (more specifically: use of academic vocabulary, collaborative conversations and identifying textual evidence with an emphasis on informational text). Teachers will receive feedback, debrief their usage of literacy instructional strategies and materials and have access to:</p> <ul style="list-style-type: none"> shared resources during collaboration meetings and staff development Teacher on Special Assignment demonstrations professional development presenters (CAFE/Daily 5, Academic Vocabulary Toolkit, Raz Kids) <p>Measures:</p> <p>Written feedback and debrief notes on resources and demonstration lessons</p> <p>Teacher reflections after Common</p>	<p>08/15/2018 Completion Date: 05/31/2019</p>	<p>Triad Principals</p> <p>Teachers</p> <p>Teachers on Special Assignment</p> <p>Workshop presenters</p>			<p>None Specified</p> <p>None Specified</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core lessons Student work Walkthrough feedback Lesson plans						
ACTION:GOAL 1, ACTION 3 ELA/ELD TARGETED INSTRUCTIONAL GROUPS Means of Achievement: Extended learning time Task: Teachers will create and facilitate Targeted Instructional Groups (TIG) to provide small group instruction on specific content and skills for below level (intensive and strategic), on-level (benchmark) and beyond level (advanced) students. Teachers in Grades K-5 will use the Fountas and Pinnell Benchmark Assessment System to determine students' reading levels as well as any teacher-created common formative assessments. Teachers will also use TIG and the CAFE model where an instructional aide will be present to teach a small group and/or support students' to access technology. Students in Grades TK-5th will be able to access leveled readers and learning activities using online programs (refer to next goal). Measures:	Start Date: 08/15/2018 Completion Date: 05/31/2019	Principal Teachers Teachers on Special Assignment Instructional Aides	Leveled Libraries Substitutes for Teachers to Administer Fountas and Pinnell Assessments LCAP 180 Instructional Aides (2) + Benefits	4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income and Neglected None Specified LCAP At-Risk Student Support None Specified Title I Part A: Basic Grants Low-Income and Neglected	1000.00 3000.00 40,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Flexible groupings of students by their abilities and specific learning needs Common formative assessment data Progress monitoring sheets F&P data Lesson plans Walkthrough data						
ACTION:GOAL 1, ACTION 4 ELA/ELD ACCESS TO TECHNOLOGY AND WRITING OPPORTUNITIES Means of Achievement: Increased educational opportunity Task: Teachers will ensure all students will have access to technology and writing opportunities during each instructional week to promote fine-motor skills/eye-hand coordination through handwriting, critical thinking, identify textual evidence, explain their thinking in an in-depth manner and prepare for online CAASPP Assessments by doing the following:students write in their Writers' Workshop journals at least 3-5 times a week focusing on the following 3 genres: Narrative, Informational and Opinion students will participate in at least 3 Writers' Workshop Publishing Parties. TK-3 grade students will practice developmentally appropriate printing and handwriting skills using Handwriting Without Tears students	Start Date: 08/15/2018 Completion Date: 05/31/2019	Principal Teachers	SBAC IAB Training, Accommodations and Reimbursements Handwriting Without Tears	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected Title I Part A: Basic Grants Low-Income and Neglected None Specified None Specified None Specified	1000.00 1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>will use typing software to practice keyboarding at least 2 times a week students will have access to Wonders online student portal, Teacher Created Materials ExplorE-books non-fiction texts and Reading A-Z Kids online leveled readers. Other adaptive online learning programs and iPad apps for ELA/ELD will be used to enhance instruction and engage student learning.</p> <p>Measures:</p> <p>Rubrics and feedback sheets for students' writing Online student data reports RTI2 progress monitoring and assessment results</p>						
<p>ACTION:GOAL 1, ACTION 5 ELA/ELD STAFF DEVELOPMENT AND TEACHER COLLABORATION</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task:</p> <p>Teachers will participate in the following Common Core ELA/ELD Staff Development and weekly and monthly ELA/ELD Teacher Collaboration:</p> <p>Designated and Integrated ELD</p> <p>Prioritizing and Unpacking Common Core ELA/ELD Standards</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>Teachers on Special Assignment</p>	<p>Teacher Professional Development</p> <p>Teacher Professional Development LCAP 180</p> <p>Substitutes for Teacher Collaboration Days</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>LCAP At-Risk Student Support</p> <p>None Specified</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>4488.00</p> <p>5000.00</p> <p>5,000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Readers' and Writers' Workshop (specifically focusing on informational writing, establishing anchor papers and rubrics)</p> <p>Academic Conferencing/Cycle of Inquiry and calibration with Fountas and Pinnell Benchmark Assessment System, on-demand writing and CAASPP Interim Assessments</p> <p>Technology Visioning</p> <p>ELA/ELD CCSS Instructional focus (see below)</p> <ol style="list-style-type: none"> 1. Focus on writing 2. Building knowledge through content-rich non-fiction 3. Reading, writing and speaking - grounded in evidence from text 4. Regular practice with increasingly complex text 5. Building academic language 6. Increasing collaboration to aid comprehension <p>Measures:</p> <p>Teacher Collaboration Reports and Reflections</p> <p>List of Priority Standards and Rubrics</p> <p>Academic Conferencing/Cycle of Inquiry Notes and Rubrics for Common Formative Assessments</p> <p>F&P Data, Student Writing, CAASPP Interim Assessment Results</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 1, ACTION 6 BUILDING THE CAPACITY AND INVOLVEMENT OF ELA/ELD SCHOOL LEADERSHIP</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task: To build the capacity of school leadership we have the following in place to support our implementation of Common Core and Professional Learning Committees (PLC): teacher representatives on CCSS site and district committees, our PLC Guiding Coalition and our School Site Council.</p> <p>Our teacher representatives for CCSS site and district committees have provided input on curriculum and instruction, assessments and CCSS-based report cards as the district continues to implement Common Core. The teacher representatives will meet several times this year and bring working drafts to the staff to gather information, feedback and ideas. Staff feedback will then be brought back to the committees and they will continue to refine instructional guides, assessments and CCSS-based report cards.</p> <p>Our PLC Guiding Coalition supports the principal and grade level teams by planning ahead in identifying focus areas for PLC staff development and topics to be covered and followed up with during</p>	<p>Start Date: 08/15/2018 Completion Date: 05/31/2019</p>	<p>CCSS teacher leaders on site and district committees</p>	<p>SSC Meeting Supplies and Materials Site discretionary 070</p>	<p>4000-4999: Books And Supplies</p>	<p>Site Discretionary</p>	<p>500.00</p>
		<p>PLC Guiding Coalition members</p>	<p>SSC Meeting Childcare Site discretionary 070</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Site Discretionary</p>	<p>500.00</p>
		<p>Teachers who attend PD</p> <p>School Site Council members: principal, 3 teachers, 1 classified staff member and 5 parents</p>	<p>Lindamood-Bell Workshops on Phonemic Awareness, Reading and Spelling, Language Comprehension and Thinking + Accommodations and Reimbursements</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>3500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teacher Collaboration Days and Wednesday Collaboration Meetings. Team members will help outline the work of grade level teams in analyzing and improving student learning data, seeking out and exploring research-based best practices and collaboratively developing improvement learning goals.</p> <p>Teachers who attend professional development workshops and trainings throughout the year are expected to reflect on what they learned, present to the staff and share resources that would be helpful in enhancing classroom instruction.</p> <p>The School Site Council will help develop and approve the Single Plan for Student Achievement ELA/ELD goals and the school site budget. The SSC will also review and analyze student ELA/ELD data in order to make decisions on school improvement strategies and allocating resources to support student achievement.</p> <p>Measures:</p> <p>CCSS committees' presentation/agendas CCSS assessment results, data analysis and teacher input PLC Guiding Coalition meeting agendas and meeting minutes Teacher PD presentation agendas and reflection surveys</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School Site Council meeting agendas and meeting minutes						
<p>GOAL 1, ACTION 7 TIERED INTERVENTIONS AND FUNDAMENTAL CLUBS (ACADEMIC CENTER)</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task:</p> <p>Teachers will identify at-risk Tier 2 students in grades K-3 to receive small group instruction with an Experience Corps tutor. Experience Corps tutors will provide during and after school intervention and push-in to classrooms 2x/week using Reading A-Z resources such as: phonics lessons, leveled and decodable readers and fluency passages.</p> <p>Teachers will identify at-risk Tier 2 and 3 students who are performing at Standard Not Met or Standard Nearly Met levels to attend an after school intervention program called the FUNdamental Club/Academic Center instructed by certificated and/or classified staff (paraeducators). Students will be provided 30-45 minutes of small group targeted instruction 2x a week for 4-8 week sessions. The following FUN Clubs include:</p> <p>Makers' Space Readers Theater</p>	<p>Start Date: 08/15/2018 Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>ExperienceCorps Site Coordinator</p> <p>ExperienceCorps Tutors</p> <p>Instructional Aides</p> <p>FUN Club/Academic Center Instructors</p> <p>Teachers on Special Assignment</p>	<p>Academic Center/FUN Club (Classified) LCAP 180</p> <p>Academic Center/FUN Club (Certificated) LCAP 180</p> <p>Academic Center/FUN Club (Certificated)</p> <p>Academic Center/ FUN Club Student Snacks LCAP 180</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> <p>Local Categorical</p> <p>LCAP At-Risk Student Support</p> <p>None Specified</p> <p>None Specified</p>	<p>2500.00</p> <p>2500.00</p> <p>2360.00</p> <p>1000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Tech Squad Leveled Literacy Intervention Migrant Education using Language Power</p> <p>Students can also access the following web-based programs: Teacher Created Materials ExplorE-books, Raz Kids and Sumdog.com during FUN Club.</p> <p>Teachers will recommend K-5th grade students who would benefit from more frequent and/or of longer duration Tier 3 academic interventions with our RTI/EL Teacher on Special Assignment. She and her instructional aide will be providing individual students or small group interventions by pushing-in or pulling-out students using the Fountas and Pinnell Leveled Literacy Intervention program. Interventions will occur during the instructional day, before and after school.</p> <p>Measures:</p> <p>Teachers use their classroom formative and summative assessments to share/collaborate with the ExperienceCorp site coordinator and tutors, the FUN Club/Academic Center instructors and our Teachers on Special Assignment to ensure students' learning gaps are addressed and instruction is individually tailored for them. Fountas and Pinnell reading benchmark assessments, and SBAC Interim Assessments will be used to</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>monitor student progress.</p> <p>Online programs' diagnostic and assessment results</p> <p>Benchmark assessment results</p> <p>RTI2 progress monitoring of students receiving interventions</p>						
<p>ACTION:GOAL 1, ACTION 8 ELA/ELD RTI/MULTI-TIERED SYSTEMS OF SUPPORT</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task:</p> <p>Teachers will receive professional development presented by the principal and the RTI2 Committee on the Response to Instruction and Intervention (RTI2)/Multi-Tier System of Supports (MTSS) model for academic and behavior tiered interventions to meet the needs all students. The RTI2 Committee meets bi-weekly and will identify and/or refine curriculum used, instructional practices, programs and operational processes needed to implement the RTI2 framework. RTI2 meetings with teachers will take place 3x a year to identify students needing tiered interventions and to ensure students' academic and behavior progress is frequently monitored.</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>RTI2 Committee: Principal, Psychologist, RTI/EL Teacher on Special Assignment, Reading Partners Site Coordinator Teachers Academic Center Instructors</p>	<p>Substitutes for RTI2 Teacher Collaboration</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>None Specified</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p> <p>None Specified</p> <p>None Specified</p>	<p>2000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Measures: Teacher reflections on RTI2/MTSS professional development RTI2 progress monitoring and assessment results of students receiving tiered interventions RTI2 Meeting Class Spreadsheets RTI2 Student Action Plans RTI2 Action Logs						
					None Specified	
					None Specified	
					None Specified	
					None Specified	
					None Specified	

Planned Improvements in Student Performance

School Goal #2

SUBJECT: MATHEMATICS
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards, at a minimum attaining Smarter Balance Assessment Consortium (SBAC) Achievement Level Descriptor (ALD) levels 3 or 4 in mathematics. LCAP Priorities: 1 - Basic Services 2 - Implementation of State Standards 4 - Pupil Achievement 5 - Pupil Engagement 7 - Course Access 3 - Parent Involvement LCAP Goal: Academic Achievement (ELA and Math) - All students will demonstrate proficiency on local, state and/or national level assessments.
SCHOOL GOAL #2:
GOAL: INSTRUCTIONAL PROGRAM: MATHEMATICS (INCLUDING INTERVENTIONS) Goal Statement: By May of 2019, the percentage of students in grades 3-5 will score in the "Standards Met" and "Standards Exceeded" range as measured by the California Assessment of Student Performance and Progress (CAASPP) Mathematics Summative will increase by 5%.
Data Used to Form this Goal:
Los Cerritos Elementary School has 20% students Meeting or Exceeding Standards in Mathematics. More specifically, in Concepts and Procedures 40% of students are At/Near or Above Standards. In Problem Solving and Modeling/Data Analysis, 51% of students are At/Near or Above Standards. In Communicating Reasoning, 50% Above Standards. The Economically Disadvantaged subgroup is numerically significant and represents 75% of the students tested on the Mathematics Summative. Of this group, 17% scored Met or Exceeded Standards. Out of 108 Economically Disadvantaged students, 83% of them scored Standard Nearly Met or Standard Not Met.

The English Learner (EL) subgroup is numerically significant and represents 45% of the students tested on the Mathematics Summative. Of this group, 20% scored Met or Exceeded Standards. Out of 65 EL students, 80% of them scored Standard Nearly Met or Standard Not Met.

The Hispanic subgroup is numerically significant and represents 72% of the students tested on the Mathematics Summative. Of this group, 21% students scored Met or Exceeded Standards. Out of 103 Hispanic students, 79% of Hispanic students scored Standard Nearly Met or Standard Not Met.

Findings from the Analysis of this Data:

Los Cerritos Elementary School has 20% Meeting or Exceeding Standards in Mathematics and we did not meet the goal of decreasing the percentage of students who scored in the Standards Nearly Met and Standards Not Met range by 5%. We decreased the percentage of students who scored Standards Met and Standards Exceeded from 27% in 2017 to 20% in 2018. We also saw a decrease with the Economically Disadvantaged subgroup who scored Standards Met and Standards Exceeded from 18% in 2017 to 17% in 2018. We saw an increase with the English Learner subgroup who scored Standards Met and Standards Exceeded from 16% in 2017 to 20% in 2018. Lastly, we saw decreases with the Hispanic subgroup who scored Standards Met and Standards Exceeded from 23% in 2017 to 21% in 2018.

How the School will Evaluate the Progress of this Goal:

To monitor and evaluate the data, grade level teams will meet with principal during Teacher Collaboration Days to reflect on how they are implementing math CCSS in their classroom; analyze their students' Math benchmark assessment data by claims, item analysis reports and student work; calibrate scoring on students' constructed responses; establish, review and revise SMART goals (based on math priority standards); brainstorm and agree on instructional strategies of target Common Core standards to implement in the classroom; and determine effectiveness of teacher instruction and evidence of student achievement.

Our goal is to continue to implement the Common Core State Standards for Math and expose students to the SBAC Interim Assessments and ensure the following is happening in each classroom: Math Expressions curriculum and the Standards for Mathematical Practices. Our goal is to have all TK – 5th grade students have access to learning and applying these mathematical practices and implement them in their classroom at least 85% of the time.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 2, ACTION 1 COMMON CORE MATH PLANNING AND INSTRUCTION</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Teachers will align their planning and instruction with the Common Core State Standards by implementing Math Expressions and using supplemental resources to design and deliver lessons that addresses</p>	<p>Start Date: 08/15/2018 Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>Teachers on Special Assignment</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the CCSS's mathematical instructional shifts. Teachers will use the Math Expressions units and MARS Tasks from Silicon Valley Math Initiative (SVMI). Teachers will collaborate on the Math CCSS in order to determine that grade-level priority standards are taught to mastery and students have multiple opportunities (including field trips) to apply their content knowledge and skills.</p> <p>Measures:</p> <p>Weekly lesson plans Walkthrough data Teacher reflections (on collaboration, professional development, etc.) Benchmark and MARS assessment results Field trip surveys</p>						
<p>ACTION:GOAL 2, ACTION 2 MATH INSTRUCTIONAL STRATEGIES AND MATERIALS</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>The principal will observe teachers teaching Common Core Math focusing on these areas: Standards for Mathematical Practices, Number Talks, Counting Collections, Fluency Practice, Problem of the Month and Daily 3. Teachers will receive</p>	<p>Start Date: 08/15/2018 Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>Teachers on Special Assignment</p> <p>Teacher Leaders in District Math Committee</p> <p>Silicon Valley Math Initiative (SVMI) support provider</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>feedback, debrief their usage of mathematical instructional strategies and materials and have access to:</p> <ul style="list-style-type: none"> shared resources during collaboration meetings and staff development Teachers on Special Assignment and teacher leader presentations and demonstrations Silicon Valley Math Initiative (SVMl) support provider demonstrations <p>Measures:</p> <p>Written feedback and debrief notes on resources and demonstration lessons</p> <p>Teacher reflections after Common Core lessons</p> <p>Student work</p> <p>Walkthrough feedback</p> <p>Lesson plans</p>						
<p>ACTION:GOAL 2, ACTION 3 MATH TARGETED INSTRUCTIONAL GROUPS</p> <p>Task:</p> <p>Teachers will create and facilitate Targeted Instructional Groups (TIG) to provide small group instruction on specific content and skills for below level (intensive and strategic), on-level (benchmark) and beyond level (advanced) students. Teachers will</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>Teachers on Special Assignment</p> <p>Instructional Aides</p>	<p>CCSS Math Adaptive Online Subscriptions</p>		<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>5000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>also use TIG time when an instructional aide will be present to teach a small group and/or support students' to access technology. Students in Grades TK-5th will be able to access math learning activities using online programs (refer to next goal).</p> <p>Measures:</p> <p>Flexible groupings of students by their abilities and specific learning needs Common formative assessment data Progress monitoring sheets Lesson plans Walkthrough data</p>						
<p>ACTION:GOAL 2, ACTION 4 MATH ACCESS TO TECHNOLOGY AND NUMBER FLUENCY OPPORTUNITIES</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <p>Teachers will ensure all students will have access to technology, number talk and fluency opportunities during each instructional week to promote mental math fluency and computation strategies, prepare for online CAASPP Assessments and focusing on the 8 Standards for Mathematical Practice</p> <ul style="list-style-type: none"> students write and take notes in their Math Journals 	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p>	<p>iPad Volume Purchase Program (applications)</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>1000.00</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> students will participate in number talks and/or number fluency opportunities students will access online math programs using classroom laptops (i.e. Think Central) iPad apps for Math will be used to enhance instruction and engage student learning <p>Measures:</p> <ul style="list-style-type: none"> Student work Walkthroughs Online program student data reports RTI2 progress monitoring and assessment results 						
<p>ACTION:GOAL 2, ACTION 5 MATH STAFF DEVELOPMENT AND TEACHER COLLABORATION</p> <p>Means of Achievement: Staff development and professional collaboration</p> <p>Task:</p> <ul style="list-style-type: none"> Teachers will participate in the following Common Core Math Staff Development and weekly and monthly Math Teacher Collaboration: Math Expressions Prioritizing and Unpacking Math Common Core State Standards Math Academic Conferencing/Cycle of 	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>Teachers on Special Assignment</p>			<p>None Specified</p> <p>None Specified</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Inquiry and Math Common Formative Assessments</p> <ul style="list-style-type: none"> • SBAC/CAASPP Math Assessments <p>Measures:</p> <ul style="list-style-type: none"> • Teacher Collaboration Reports and Reflections • List of Priority Standards and Rubrics • Academic Conferencing/Cycle of Inquiry Notes and Rubrics for Common Formative Assessments CAASPP Interim Assessment Results 						
<p>ACTION:GOAL 2, ACTION 6 BUILDING THE CAPACITY OF MATH SCHOOL LEADERSHIP</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <p>To build the capacity of school leadership we have the following in place to support our implementation of Common Core and Professional Learning Committees (PLC): teacher representatives on site and district leadership committees, our PLC Leadership Team and our School Site Council.</p> <p>All teachers have received professional development in the new Math Expressions curriculum and</p>	<p>Start Date: 08/15/2018</p> <p>Completion Date: 05/31/2019</p>	<p>CCSS teacher leaders on site and district committees</p> <p>PLC Leadership Team members</p> <p>Teachers who attend PD</p> <p>School Site Council members: principal, 3 teachers, 1 classified staff member and 5 parents</p>	<p>Family Math Night Preparation and Presentations</p> <p>EL Support 123</p>		<p>El Support</p>	<p>1000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>support from Teachers on Special Assignment and are becoming more knowledgeable with Math CCSS. Math professional development includes the following: the instructional shifts, primarily focusing on how to improve our pedagogy to better meet the needs of our students with Common Core math standards and the Standards for Mathematical Practice. Teachers by grade level will complete at least 2 cycles of inquiry in which they will teach and reflect the delivery of essential standards and then create, administer and analyze formative assessments.</p> <p>Our school will host a Common Core Math Night to to teach our families about CCSS Math, help their child with Math Expressions homework and learn strategies, skills and mathematical practices such as problem solving, mathematical reasoning and perseverance.</p> <p>Our teacher representatives for site and district leadership committees have provided input on curriculum and instruction, assessments and CCSS-based report cards as the district continues to implement Common Core. The teacher representatives will meet several times this year and bring working drafts to the staff to gather information, feedback and ideas. Staff feedback will then be brought back to the committees and they will continue to refine instructional</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>guides, assessments and CCSS-based report cards.</p> <p>Our PLC Leadership Team supports the principal and grade level teams by planning ahead in identifying focus areas for PLC staff development and topics to be covered and followed up with during Teacher Collaboration Days and Wednesday Collaboration Meetings. Team members will help outline the work of grade level teams in analyzing and improving student learning data, seeking out and exploring research-based best practices and collaboratively developing improvement learning goals.</p> <p>Teachers who attend professional development workshops and trainings throughout the year are expected to reflect on what they learned, present to the staff and share resources that would be helpful in enhancing classroom instruction.</p> <p>The School Site Council will help develop and approve the Single Plan for Student Achievement Math goals and the school site budget. The SSC will also review and analyze student Math data in order to make decisions on school improvement strategies and allocating resources to support student achievement.</p> <p>Measures:</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCSS committees' presentation/agendas CCSS assessment results, data analysis and teacher input PLC Leadership meeting agendas and meeting minutes Teacher PD presentation agendas and reflection surveys School Site Council meeting agendas and meeting minutes						
ACTION:GOAL 2, ACTION 7 BEFORE, DURING AND AFTER SCHOOL MATH INTERVENTION PROGRAMS Means of Achievement: Auxiliary services for students and parents Task: Teachers will identify students from TK-5 grade who have fallen behind in math to receive Tier 2 math during or after school interventions. Once identified, students will receive small group math intervention with the following: our FUN Club/Academic Center instructors for 30-45 minute sessions, 2x/week. The Touch Math Intervention curriculum, "Math Lab" fluency games and online math intervention programs will be used Students will attend before or after school intervention sessions for 4-8 weeks using laptops. After we will reassess them to either continue or recommend other students who are identified and recommended to attend.	Start Date: 08/15/2018 Completion Date: 05/31/2019	Principal Teachers Teachers on Special Assignment FUN Club/Academic Center instructors Instructional Aides	Academic Center/FUN Club Classified LCAP 180 Academic Center/FUN Club Certificated LCAP 180 Academic Center/FUN Club Coordinator LCAP 180	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support LCAP At-Risk Student Support LCAP At-Risk Student Support	5000.00 5000.00 2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teachers will also recommend TK-5th grade students who would benefit from more frequent and/or of longer duration Tier 3 academic interventions with our certificated teachers. They will be providing individual students or small group interventions by pushing-in or pulling-out students during the instructional day.</p> <p>Measures:</p> <p>Teachers use their classroom formative and summative assessments and share/collaborate with our Teachers on Special Assignment, instructional aides and the FUN Club/Academic Center instructors to ensure students' learning gaps are addressed and instruction is individually tailored for them. Mid- and End-of Unit Math Assessments and SBAC Interim Benchmark Assessments will be used to monitor student progress. Online programs' diagnostic and assessment results</p> <p>RTI2 progress monitoring of students receiving interventions</p>						
<p>ACTION:GOAL 2, ACTION 8 MATH RESPONSE TO INSTRUCTION AND INTERVENTION AND MULTI-TIER SYSTEMS OF SUPPORT</p> <p>Means of Achievement: Monitoring program implementation and results</p>	<p>Start Date: 08/15/2018 Completion Date: 05/31/2019</p>	<p>RTI2 Committee: Principal, Psychologist, Teachers on Special Assignment</p> <p>Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Task:</p> <p>Teachers will receive professional development presented by the principal and the RTI2 Committee on the Response to Instruction and Intervention (RTI2)/Multi-Tier System of Supports (MTSS) model for academic and behavior tiered interventions to meet the needs all students. The RTI2 Committee meets bi-weekly and will identify and/or refine curriculum used, instructional practices, programs and operational processes needed to implement the RTI2 framework. RTI2 meetings with teachers will take place 3x a year to identify students needing tiered interventions and to ensure students' academic and behavior progress is frequently monitored.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Teacher reflections on RTI2/MTSS professional development • RTI2 progress monitoring and assessment results of students receiving tiered interventions • RTI2 Meeting Class Spreadsheets • RTI2 Student Action Plans • RTI2 Action Log 		FUN Club/Academic Center Coordinator and Instructors				
					None Specified	
					None Specified	

Planned Improvements in Student Performance

School Goal #3

SUBJECT: UNDUPLICATED STUDENT ACHIEVEMENT
LEA/LCAP GOAL:
LEA Goal: All students will reach high standards, at a minimum attaining proficiency or better in ELD by showing growth towards proficiency on the English Language Proficiency Assessments for California (ELPAC) and an increase in the number of ELs being reclassified. LCAP Priorities: 1 - Basic Services 2 - Implementation of State Standards 3 - Parent Involvement 4 - Pupil Achievement 5 - Pupil Engagement LCAP Goal: Professional Development - Professional Development will support student proficiency on local, state, and/or national level assessments.
SCHOOL GOAL #3:
GOAL: INSTRUCTIONAL PROGRAM: EFFORTS REGARDING IMPROVING THE PERFORMANCE OF ENGLISH LANGUAGE LEARNERS Goal Statement: Goal 3a: By May 2019, the percentage of students in grades TK-5 will score overall in the "Well-Developed"/Level 4 range as measured by the English Language Proficiency Assessments for California (ELPAC) will increase by 8%.
Data Used to Form this Goal:
For the 2017-2018 school year, Los Cerritos Elementary administered for the English Language Proficiency Assessments for California (ELPAC) for the first time. Out of 121 English Learners assessed, the following baseline overall percentages were established: Beginning/Level 1 (15%), Somewhat Developed/Level 2 (25%), Moderately Developed/Level 3 (38%) and Well-Developed/Level 4 (22%). The English Learner (EL) subgroup is numerically significant and represents 45% of the students tested on the ELA/Literacy Summative. Of this group, 25% scored Met or Exceeded Standards. Out of 63 EL students, 75% of them scored Standard Nearly Met or Standard Not Met.

Findings from the Analysis of this Data:

Los Cerritos Elementary School had 22% EL students who scored overall Well-Developed/Level 4 on the ELPAC. More specifically 46% performed Well-Developed in the Listening Domain, 44% Well-Developed in the Speaking Domain, 15% Well-Developed in the Reading Domain and 22% Well-Developed in the Writing Domain on the ELPAC.

We also had 38% EL students who scored overall Moderately Developed/Level 3 and 25% who scored Somewhat Developed/Level 2 on the ELPAC. More specifically 40% performed Somewhat/Moderately in the Listening Domain, 43% Somewhat/Moderately in the Speaking Domain, 59% Somewhat/Moderately in the Reading Domain and 49% Somewhat/Moderately in the Writing Domain on the ELPAC.

Lastly, we had 15% EL students who scored overall Beginning/Level 1 on the ELPAC. More specifically 13% performed Beginning in the Listening Domain, 13% Beginning in the Speaking Domain, 26% Beginning in the Reading Domain and 29% Beginning in the Writing Domain on the ELPAC.

Even though the 2017-2018 ELPAC established baseline scores, it is imperative that we support all EL students in the especially in the areas of Reading and Writing. English Language Development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (refer to EL Roadmap Principal 2, Element 1).

How the School will Evaluate the Progress of this Goal:

To monitor and evaluate the data, teachers will meet with the principal during Teacher Collaboration Days to analyze students' ELPAC preliminary and official assessment results, ELA and Math benchmark assessment data by claims, item analysis reports or student work; establish, review and revise SMART goals, brainstorm and agree on ELD instructional strategies of priority ELA/ELD Common Core Standards to implement in the classroom; and determine evidence of effectiveness. Teachers will also monitor EL language growth and academic performance by using EL Monitoring Forms and RFEF Academic Catch-Up Plans.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION: GOAL 3, ACTION 1 COMMON CORE ELD PLANNING AND INSTRUCTION</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Teachers will align their planning and instruction with the ELD Common Core State Standards by:</p> <ul style="list-style-type: none"> using the adopted ELD curriculum(TK-3 Wonders ELD and 4th-5th English 3D) following the district instructional units guides 	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Principal	Social Studies Weekly Subscription EL Support 123	4000-4999: Books And Supplies	El Support	500.00
		RTI/EL Teachers on Special Assignment	Time for Kids Subscription	4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income and Neglected	500.00
		Teachers	National Geographic Magazines EL Support 123	4000-4999: Books And Supplies	El Support	500.00
		Instructional aides	Mystery Science Online (Supplemental) EL Support 123	4000-4999: Books And Supplies	El Support	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>(when available)</p> <ul style="list-style-type: none"> using supplemental resources to design and deliver lessons that addresses ELA/ELD Common Core Standards (i.e. Academic Vocabulary Toolkit, Teacher Created Materials Nonfiction Leveled Readers and Language Power) <p>To support integrated ELD planning and instruction, teachers will use the following ELA resources: Wonders, Units of Study in Opinion, Information, and Narrative Reading and Writing, Foss Science Modules, Scott Pearson's Social Studies, Time for Kids and Social Studies Weekly magazines to teach listening, speaking, reading and writing in English. Teachers will also use the Depths of Knowledge document and Bloom's Taxonomy to unwrap the ELA/ELD CCSS and backwards plan a grade-level curriculum map. Teachers will ensure students have multiple opportunities to learn, apply and practice academic vocabulary, language discourse, content knowledge and skills.</p> <p>Measures:</p> <p>ELD lesson plans</p> <p>Walkthrough data</p> <p>Reflection on effectiveness of ELD curriculum and instruction</p>			<p>Science Fair Night Teacher Preparation and Materials LCAP 180</p>	<p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p>	<p>668.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Benchmark and CEA assessment results ELPAC results						
<p>ACTION:GOAL 3, ACTION 2 OBSERVATIONS OF COMMON CORE ELD LESSONS</p> <p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>The principal will observe teachers teaching ELD instruction focusing on these areas: engagement, interaction, discourse, inquiry, and critical thinking (refer EL Roadmap Principal 2, Element C). Teachers will receive feedback, debrief their usage of ELD instructional strategies and materials and have access to:</p> <ul style="list-style-type: none"> shared resources during collaboration meetings and staff development EL Teacher on Special Assignment demonstrations professional development presenters (English 3D, Academic Vocabulary Toolkit, Raz Kids) <p>Measures:</p> <p>Written feedback and debrief notes on resources and demonstration lessons</p>	<p>Start Date: 08/16/2018 Completion Date: 05/31/2019</p>	<p>Director of English Learner Programs</p> <p>District EL Teacher on Special Assignment</p> <p>Principal</p> <p>Teachers</p> <p>RTI/EL Teachers on Special Assignment</p>	None Specified			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Teacher reflections after ELD lessons</p> <p>Student work</p> <p>Walkthrough feedback</p> <p>Lesson plans</p>						
<p>ACTION:GOAL 3, ACTION 3 INTEGRATED/DESIGNATED ELD</p> <p>Means of Achievement: Extended learning time</p> <p>Task:</p> <p>As we continue to implement Integrated ELD and receive professional development about Designated ELD, our goal is to become experts with the ELA/ELD Common Core State Standards. ELD instruction will build into and from instruction in ELA and literacy in the content areas. Integrated ELD will be taught throughout the day during core subjects focusing specifically on academic vocabulary and discourse and with discrete ELD blocks used for teaching the forms and function of language.</p> <p>Measures:</p> <p>ELPAC assessment results Benchmark assessment results EL Monitoring Forms RFEP Academic Catch-Up Plans Walkthrough data</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>RTI/EL Teachers on Special Assignment</p> <p>Instructional Aides</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 3, ACTION 4 COMMON CORE ELD ACCESS TO ACADEMIC VOCABULARY AND COLLABORATIVE CONVERSATIONS</p> <p>Means of Achievement: Increased educational opportunity</p> <p>Task:</p> <p>Teachers will ensure all students will have access to academic vocabulary and collaborative conversation opportunities during each instructional week to promote differentiated language practice and critical thinking by using the following ELD strategies:</p> <ul style="list-style-type: none"> • activating background and language • creating meaning with text • responding to text • scaffolded writing • using graphic organizers <p>Measures:</p> <p>Lesson plans</p> <p>Student work</p> <p>Walkthrough data</p> <p>Teachers' reflections on their implementation of ELD strategies</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal</p> <p>District EL Teacher on Special Assignment</p> <p>RTI/EL Teachers on Special Assignment</p> <p>Teachers</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 3, ACTION 5 COMMON CORE ELD STAFF DEVELOPMENT AND TEACHER COLLABORATION</p> <p>Task:</p> <p>Teachers will participate in the following Common Core ELD Staff Development and weekly and monthly Teacher Collaboration:</p> <ul style="list-style-type: none"> Academic Vocabulary Toolkit English 3D Listening comprehension and phonological awareness <p>Academic vocabulary instruction and academic discourse ELD strategies</p> <ul style="list-style-type: none"> Listening and Speaking ELPAC Task Types Reading and Writing ELPAC Task Types <p>Measures:</p> <ul style="list-style-type: none"> Teacher collaboration reports Teacher collaboration reflections Staff development surveys 	<p>Start Date: 08/16/2018 Completion Date: 05/31/2019</p>	<p>Principal</p> <p>District EL Teacher on Special Assignment</p> <p>RTI/EL Teachers on Special Assignment</p> <p>Teachers</p>	<p>Substitutes for Teacher Collaboration Days</p> <p>EL Support 123</p>		<p>El Support</p>	<p>3,640.00</p>
<p>ACTION:GOAL 3, ACTION 6 BUILDING THE CAPACITY OF EL SCHOOL LEADERSHIP</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <p>To build the capacity of school</p>	<p>Start Date: 08/16/2018 Completion Date: 05/31/2019</p>	<p>Principal</p> <p>RTI/EL Teachers on Special Assignment</p> <p>Leadership Team</p> <p>English Learner Advisory Committee</p>	<p>ELAC Meeting Childcare</p> <p>EL Support 123</p> <p>ELAC Meeting Supplies and Materials</p> <p>EL Support 123</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>El Support</p> <p>El Support</p>	<p>150.00</p> <p>300.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>leadership we will have the following in place to support our implementation of Common Core ELA/ELD Standards: our RTI/EL Teachers on Special Assignment, our PLC Leadership Team, our English Learner Advisory Committee and School Community Liaison.</p> <p>The Principal and RTI/EL Teachers on Special Assignment will be:</p> <ul style="list-style-type: none"> • Reviewing/aligning our EL Master Plan with our implementation of CCSS • Providing EL resources/PD to teachers • Aligning EL standards to CCSS Pacing and Assessment (when available) • Building a library of lessons/resources for teachers • Advising the District on best practices and programs for EL resources <p>The PLC Leadership Team will identify focus areas for ELA/ELD CCSS Professional Development for the school year, calendar specific dates and topics to be covered during Teacher Collaboration Days, Wednesday Teacher Collaboration Meetings (TCMs) and Staff Development Days. PLC Leadership Team members will facilitate discussion with the entire faculty to allow input. The PLC Leadership Team will build consensus, make</p>		School Community Liaison	Translator for Back to School Night and Open House EL Support 123	2000-2999: Classified Personnel Salaries	El Support	200.00
			School Community Liaison + Benefits EL Support 123	2000-2999: Classified Personnel Salaries	El Support	5716.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>decisions by majority vote and make budget recommendations for SSC.</p> <p>The English Learner Advisory Committee will help develop and recommend to approve the English Learner goals of the Single Plan for Student Achievement and the Economic Impact Aid site budget. The ELAC will also review and analyze student ELPAC, ELA and Math data to make recommendations on programs and services for English Learners and allocating resources to support student achievement. The ELAC will distribute and tabulate a needs assessment survey and help make parents aware of the statewide annual language census and the importance of school attendance.</p> <p>The School Community Liaison will facilitate all parent verbal and written Spanish translation (newsletters, flyers, loudmouth messages and individual parent phone calls). The liaison will also translate parent meetings and conferences (SSTs, IEPs, discipline meetings, counselor-parent meetings).</p> <p>Measures:</p> <p>RTI/EL meeting notes</p> <p>Leadership Team meeting agendas and meeting minutes</p> <p>English Learner Advisory Committee meeting agendas and meeting</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
minutes						
<p>ACTION:GOAL 3, ACTION 7 BEFORE, DURING AND AFTER SCHOOL INTERVENTION PROGRAMS FOR ELS INCLUDING MIGRANT ED</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task:</p> <p>Teachers will identify EL students who will benefit from the following programs:</p> <p>Online reading and math intervention programs (students will be able to access laptops and iPads before or afterschool to access online programs)</p> <p>Afterschool Academic Center (teachers will identify at-risk Tier 2 and 3 EL students who are performing at Nearly Meeting Standard or Not Meeting Standard levels to receive after school intervention and/or homework help with teachers and instructional aides. Students will be provided 30-45 minutes of small group targeted instruction/homework help 2-3 times a week)</p> <p>Newcomer Program (All Beginning level students in grades TK-5th will receive newcomer support from our RTI/EL Teacher on Special Assignment and bilingual</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>RTI/EL Teachers on Special Assignment</p> <p>Bilingual instructional aides</p> <p>Academic Center/FUN Club instructors</p> <p>Library Media Technician</p> <p>Migrant Education instructor</p>	<p>Handwriting and Keyboarding Without Tears</p> <p>EL Support 123</p> <p>Multilingual library books</p> <p>EL Support 123</p> <p>Multilingual library books</p> <p>Instructional Media 451</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>El Support</p> <p>El Support</p> <p>Instructional Media</p>	<p>1000.00</p> <p>2000.00</p> <p>285.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>instructional aides)</p> <p>We will take an inventory of all multilingual books that are available in our school library for newcomer and EL students to check out and more will be accessible to represent the 16 languages that our student population represents.</p> <p>Migrant Education Program (identified students will be provided 45 minutes of small group acceleration/intervention instruction 2 times a week)</p> <p>Measures:</p> <p>ELPAC results Online intervention diagnostic and assessment results ELA and Math benchmark assessment results RTI2 progress monitoring of EL, Newcomer and Migrant Ed students receiving interventions Migrant Education pre- and post-assessments</p>						
<p>ACTION:GOAL 3, ACTION 8 EL AND RFEP MONITORING OF LANGUAGE GROWTH AND ACADEMIC PERFORMANCE</p> <p>Means of Achievement: Monitoring program implementation and results</p> <p>Task:</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>RTI/EL Teacher on Special Assignment</p> <p>ELPAC Testing Coordinators</p>	<p>Translators for Parent Teacher Conferences</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>3000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>To monitor the language growth and academic performance of EL students, teachers and staff will administer the ELPAC, review multiple measures of student progress and identify and indicate plans and/or interventions by completing the following:</p> <ul style="list-style-type: none"> • Redesignation Forms for ELs eligible to be redesignated as Reclassified Fluent English Proficient (RFEP) • EL Monitoring Forms for ELs who need additional support/interventions who did not meet growth expectations • Academic Catch-Up Plans for RFEP students who need additional support/interventions who did not maintain growth expectations (monitored for 2 years) <p>Measures:</p> <p>ELPAC assessment results</p> <p>Benchmark assessment results</p> <p>RFEP list of students</p> <p>EL Monitoring Forms</p> <p>RFEP Academic Catch Up Plans</p>						

Planned Improvements in Student Performance

School Goal #4

SUBJECT: SCHOOL CLIMATE/PARENT ENGAGEMENT
LEA/LCAP GOAL:
LEA Goal: All students will be educated in learning environments that are safe, bully-free, drug-free and conducive to learning or as evidenced by a decrease in bullying and a decrease in expulsion and suspension numbers at all schools. LCAP Priorities: 6 - School Climate LCAP Goal: School Climate/Parent Engagement - All sites will promote positive learning environments for their school communities that will include a system of justice and fairness for all.
SCHOOL GOAL #4:
GOAL: ENVIRONMENTS CONDUCIVE TO LEARNING AND PREVENTION OF AT RISK BEHAVIORS Goal Statement: 5a: Students who have received 3 or more office behavior referrals will be referred to our Positive Behavior Intervention Support (PBIS) system. Identified students will receive effective behavior interventions and their parent/guardian will receive support via the RTI2/PBIS framework as measured by student and staff surveys. Our school wide discipline goal is to reduce the percentage of students who were referred for office discipline or suspended for violation of Ed Codes 48900. 5b: Students who have been identified as truant (5 or more unexcused absences and/or 10 tardies) will be on an Attendance Improvement Plan. Truancy meetings with students and their parent/guardian will be held and they will increase their attendance rate. Our schoolwide Average Daily Attendance (ADA) goal is to increase the percentage from 94% to 97%.
Data Used to Form this Goal:
Los Cerritos Elementary School had 4 suspensions in 2017-2018. Out of the 4 suspensions, 1 were Education Code violations 48900a1 (caused, attempted to cause, or threatened to cause physical injury); and 3 violations of 48900.2 (committed sexual harassment). According to our 2018 California Dashboard, we had a 0.3% increase of students who have been suspended at least once last year. According to our 2018 California Dashboard, we have 16.5% percent of students were chronically absent, that is, they were absent 10 percent or more of the instructional days that they were enrolled. In the last trimester of 2018-2019, Los Cerritos had a 94% Average Daily Attendance (ADA) rate.

Findings from the Analysis of this Data:

Los Cerritos Elementary School has 38% of its suspendable offenses related to causing or threatening physical injury in the 2017-2018 school year and 66% in the first trimester for last school year. In the first trimester for the 2018-2019 school year, there were 32 discipline referrals (from teachers and/or administration). Minor infractions included cheating (1), acts of disobedience (2), not in the proper area (1), defiance/disrespect (1 infraction), disruption (2), throwing objects (3), minor damage to property (1), inappropriate behavior (1), cause/threat physical injury (13 infractions, 1 suspension) and bullying (1 infractions, 1 suspension). Our goal is to decrease the percentage of students who are referred for office discipline or suspended for violations of Ed Code 48900.

Our average grade level attendance percentages are as follows for the first first trimester: TK (92.2%), K (93%), 1st (93.4%), 2nd (95.6%), 3rd (94.2%), 4th (94%) and 5th (93.4%) We currently have a schoolwide ADA rate of 94%. Our schoolwide Average Daily Attendance (ADA) goal is to increase the percentage to 97%.

How the School will Evaluate the Progress of this Goal:

Behavior: In-house suspensions and out-of-school suspensions will be inputted on Infinite Campus. All other office referrals will be inputted in a database. Each trimester a discipline data report will be analyzed by staff and parent groups.

Attendance: Student attendance data will be accessible on Infinite Campus. Each trimester attendance reports will be analyzed by staff and parent groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ACTION:GOAL 4, ACTION 1 RTI2 AND PBIS ALIGNMENT WITH PAX GOOD BEHAVIOR GAME AND COMMON CORE INSTRUCTION</p> <p>Means of Achievement: Alignment of instruction with content standards</p> <p>Task:</p> <p>Response to Instruction and Intervention (RTI2) will work in tandem with Positive Behavior Intervention Support (PBIS) and used as a decision-making framework that will guide teachers' implementation of the best evidence- and researched-based academic and behavioral practices for improving academic, behavior and attendance</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	Principal	Art in Action	4000-4999: Books	El Support	4100.00
		Teachers	EL Support 123	And Supplies		
		Art in Action	4000-4999: Books	Title I Part A: Basic	4100.00	
			And Supplies		Grants Low-Income and Neglected	
			Art in Action Art Supplies	4000-4999: Books	Title I Part A: Basic	2000.00
				And Supplies	Grants Low-Income and Neglected	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>outcomes for all students.</p> <p>School staff will receive professional development on how to implement the PAX Good Behavior Game. PAX promotes social and emotional learning in all students by engaging them in co-creating expectations, in recognizing their own thoughts and feelings as well as regulate their own emotions and behaviors. PAX also improves awareness for the needs of others and helps to improve peer support by developing and maintaining positive relationships with others.</p> <p>Teacher volunteers will implement the Art in Action visual arts curriculum to develop students' critical-thinking skills, creative confidence, hands-on skills, visual literacy, self-esteem, and an appreciation of other cultures.</p> <p>Measures:</p> <p>RTI2 Student Intervention Record Sheets RTI2 Action Plans Formative and benchmark assessment results PAX PD teacher reflections PAX Classroom Vision Walkthrough notes and feedback</p>						
ACTION:GOAL 4, ACTION 2 REINFORCEMENT OF DISCIPLINE, ATTENDANCE AND A SAFE AND INCLUSIVE SCHOOL	Start Date: 08/16/2018 Completion Date: 05/31/2019	Principal All staff			None Specified None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Means of Achievement: Improvement of instruction strategies and materials</p> <p>Task:</p> <p>The staff will reinforce discipline and attendance rules by providing students discipline assemblies twice a year, student award assemblies, Morning Messages, Caught Using Brilliant Behavior (CUBB) Ticket drawings and administrator presence in every classroom and visibility on campus. Students are supervised on the playground at all times and students have access to age-appropriate playground equipment. Teachers and staff will reinforce the discipline rules "Be Safe, Be Kind and Be Responsible" and attendance expectations "Every Child, Every Seat, Every Day On Time and In Uniform" daily.</p> <p>The PBIS Committee will meet at least once a month to discuss the effectiveness of programs/initiatives that support positive student and staff behavior. Teachers will reinforce a safe and inclusive school by embedding lessons about the contributions of underrepresented groups in our society and teach students how to eliminate discrimination, harassment and bullying.</p> <p>The principal and administrative staff will ensure that students, staff,</p>		PBIS Committee	Playground/PE Equipment Site Discretionary 070	4000-4999: Books And Supplies	Site Discretionary	800.00
			Custodial Supplies Site Allocation 759	5000-5999: Services And Other Operating Expenditures	Site Allocation	6,180.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>parents and community members receive important school communication via phone, email, Thursday Hip Pocket (home-to-school communication), School Messenger, bulletin boards, etc.</p> <p>The custodial staff will ensure students, staff, parents and community members have access to clean and safe facilities at all times.</p> <p>Measures:</p> <p>Lists of student awardees Discipline data Culture and climate survey Walkthrough feedback and data Custodian checklists</p>						
<p>ACTION:GOAL 4, ACTION 3 AT-RISK STUDENTS AND RTI2/PBIS SERVICES WITH ON-SITE SUPPORT</p> <p>Means of Achievement: Extended learning time</p> <p>Task:</p> <p>The principal, teachers, psychologist, RTI2 Committee and PBIS Committee will identify academic, behavior and/or truant at-risk students who need extended learning time by receiving on-site support and services. Staff will determine if at-risk Tier 2 students will need to be referred to a Student Success Team (SST) to review Tier 2 Interventions, next steps and appropriateness for</p>	<p>Start Date: 08/16/2018</p> <p>Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Teachers</p> <p>Psychologist</p> <p>Instructional Aides</p> <p>RTI2 Committee</p> <p>PBIS Committee</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Tier 3 referral.</p> <p>At-risk students in Tier 2 or 3 can have or be referred to one or more of the following:</p> <ul style="list-style-type: none"> • Instructional Aide support • RTI2 Math Intervention • Reading Partners • Academic Center/FUN Club • Migrant Education • RTI2 Student Intervention Record • RTI2 Action Plan • SST • Behavior success charts or contracts • Climate Meetings • Behavior Support Plan • 504 Plans • Truancy Meetings • Attendance Improvement Plan <p>Measures:</p> <p>RTI2 Student Intervention Record Sheets</p> <p>RTI2 Action Plans</p> <p>Academic Center/FUN Club progress reports</p> <p>Migrant Ed pre-and post-assessments</p> <p>SST meeting notes</p> <p>Behavior success charts or contracts</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Climate meeting notes Behavior Support Plans 504 Plans Truancy meeting notes Attendance Improvement Plans Formative and benchmark data						
ACTION:GOAL 4, ACTION 4 AT-RISK STUDENTS AND RTI2/PBIS SERVICES WITH OUTSIDE SUPPORT Means of Achievement: Increased educational opportunity Task: Teachers will identify students who need intensive/frequent behavioral, emotional and social support to be more successful in the classroom and/or playground. Teachers and the principal will communicate and work with the Youth Services Bureau counselor, Beacon Therapeutic Services staff, School Officer Liaisons, county mental health specialists, health care providers, after school programs and parents to establish strong communication between the school, home and their respective agencies. Measures: Formative and benchmark	Start Date: 08/16/2018 Completion Date: 05/31/2019	Principal Teachers RTI2 Committee Youth Services Bureau counselor Beacon Therapeutic Services staff School Officer Liaisons County mental health specialists Health care providers After school programs Parents	Teacher Compensation for SST, 504 Plan and IEP Meetings LCAP 180	1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
assessment data RTI2 Record of Student Interventions and Action Plans Behavior Success Charts SST, BSP, 504 plans and meeting notes YSB progress reports Beacon progress reports Star Vista Lucky Kids Club meeting notes						
ACTION:GOAL 4, ACTION 5 PBIS AND SCHOOL CULTURE AND CLIMATE COMMITTEES Means of Achievement: Staff development and professional collaboration Task: The principal and RTI2 and PBIS committee members will continue to implement the Positive Behavior Intervention Support (PBIS) strategies from San Mateo County Office of Education. The PBIS committee will discuss and establish school culture and climate goals, examine character education programs with standards, promote action-based self-advocacy and empathy and create community and inclusion through training for all stakeholders. Staff will present information that they received from the trainings. The PBIS Committee will meet once a month to work and evaluate a PBIS Action Plan. Noon duty supervisors will be trained by	Start Date: 08/16/2018 Completion Date: 05/31/2019	Principal Teachers PBIS Committee Noon duty supervisors	Beginning of the Year Culture and Climate Staff Meeting Compensation Site discretionary 070 Beginning of the Year Culture and Climate Staff Meeting Refreshments Gift Fund 356	2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Site Discretionary Gift Fund	400.00 600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the principal to implement effective discipline practices.</p> <p>Measures:</p> <p>Culture and climate staff surveys Staff reflections on trainings PBIS Action Plan</p>						
<p>ACTION:GOAL 4, ACTION 6 PARENT CAFE, BEACON PARENTING WORKSHOPS, CLIMATE AND TRUANCY MEETINGS</p> <p>Means of Achievement: Involvement of staff, parents and community</p> <p>Task:</p> <p>A Parent Cafe will take place each month as an open forum for parents and/or community members to discuss ideas, concerns and questions regarding the following but not limited to: safety, facilities, positive and negative consequences, attendance, anti-bullying, etc. Parents will make recommendations on parent education topics. Speakers will be invited to represent community resources, agencies and services.</p> <p>Beacon will provide parenting workshops with the following topics: Understanding the IEP Process, Positive Parenting, Internet Safety, Supporting a Child with Autism, Supporting a Child with ADHD,</p>	<p>Start Date: 08/16/2018 Completion Date: 05/31/2019</p>	<p>Principal</p> <p>Parents</p> <p>Beacon Therapeutic Services</p> <p>Community members</p>	<p>Beacon Parenting Workshops Child Care LCAP 180</p> <p>Beacon Parenting Workshops Supplies and Materials LCAP 180</p> <p>Parent Cafe Child Care Site discretionary 070</p> <p>Parent Cafe Supplies and Materials Site discretionary 070</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>LCAP At-Risk Student Support</p> <p>LCAP At-Risk Student Support</p> <p>Site Discretionary</p> <p>Site Discretionary</p>	<p>50.00</p> <p>200.00</p> <p>50.00</p> <p>200.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Helping a Child with Grief/Loss and Planning the Summer.</p> <p>Climate Meetings with principal, teacher, parent/guardian and student will take place each time a student accumulates 3 Yellow Slip behavior referrals.</p> <p>Truancy meetings with parents/guardians whose student(s) have 5 or more unexcused absences and/or 10 or more unexcused tardies will take place after each trimester with the principal.</p> <p>Measures: Discipline and attendance data Parent, student and staff surveys Parenting workshop surveys</p>						
<p>ACTION:GOAL 4, ACTION 7 SCHOOLWIDE POSITIVE REINFORCEMENTS</p> <p>Means of Achievement: Auxiliary services for students and parents</p> <p>Task: Students, parents and community members will always feel welcomed to be a part of Los Cerritos positive and inclusive culture and climate. Staff will contribute to making customer service a priority for our students and families.</p> <p>We will contract with a character education company that will provide</p>	<p>Start Date: 08/16/2018 Completion Date: 05/31/2019</p>	<p>Principal Teachers ASB</p>	<p>Positive Reinforcement Student Activities Gift fund 356</p> <p>Beginning of the Year Office Support Site discretionary 070</p> <p>Character Education/Conflict Management Program Gift fund 356</p> <p>Character Education/Conflict Management Program</p>	<p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Gift Fund</p> <p>Site Discretionary</p> <p>Gift Fund</p> <p>Title I Part A: Basic Grants Low-Income and Neglected</p>	<p>4145.00</p> <p>500.00</p> <p>1000.00</p> <p>4000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>assemblies/workshops that will teach students to be Conflict Managers focusing on helping their peers solve and if needed, report problems on the playground.</p> <p>Caught Using Brilliant Behavior (CUBB) Tickets will be used to recognize students who are demonstrating safe, kind and responsible behaviors. A drawing of five students' names will take place twice a week. CUBB Ticket winners will receive small prizes or can win a party for their class.</p> <p>Award Ceremonies will recognize students for monthly Perfect Attendance, Student of the Month, Personal Success, Trimester Honor Roll and Merit Roll, CAASPP Meeting and Exceeding scores and EL students who are reclassified as Fluent English Proficient.</p> <p>Measures: Discipline data Attendance data Lists of students receiving Perfect Attendance Awards Student of the Month Honor and Merit Roll CAASPP and Reclassified recognition</p>						
<p>ACTION:GOAL 4, ACTION 8 BEHAVIOR AND ATTENDANCE MONITORING SYSTEMS</p> <p>Task:</p>	<p>Start Date: 08/16/2018 Completion Date: 05/31/2019</p>	<p>Principal Teachers Office personnel</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>In-house suspensions and out-of-school suspensions will be accurately inputted and accessible on Infinite Campus. Climate meetings and suspension meetings will take place. All other office referrals will be inputted in a database. Each trimester a discipline data report will be analyzed by staff and parent groups.</p> <p>Student attendance data will be accurately inputted and accessible on Infinite Campus. Each each trimester, attendance reports will be analyzed by staff and parent groups.</p> <p>Measures: Behavior data disaggregated by action, ethnicity, grade level Attendance data disaggregated by grade level, unexcused absences and unexcused tardies</p>						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Site Discretionary	21630.	0.00
Instructional Media	285.	0.00
Site Allocation	6180.	0.00
El Support	20106.	0.00
LCAP At-Risk Student Support	27918.	0.00
Title I Part A: Basic Grants Low-Income	88088.	0.00
Gift Fund	5745.	0.00
Local Categorical	2360.	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
El Support	20,106.00
Gift Fund	5,745.00
Instructional Media	285.00
LCAP At-Risk Student Support	27,918.00
Local Categorical	2,360.00
Site Allocation	6,180.00
Site Discretionary	21,630.00
Title I Part A: Basic Grants Low-Income and Neglected	88,088.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	22,860.00
2000-2999: Classified Personnel Salaries	57,316.00
4000-4999: Books And Supplies	44,978.00
5000-5999: Services And Other Operating Expenditures	14,530.00
5800: Professional/Consulting Services And Operating	21,988.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	El Support	4,640.00
2000-2999: Classified Personnel Salaries	El Support	5,916.00
4000-4999: Books And Supplies	El Support	9,400.00
5000-5999: Services And Other Operating	El Support	150.00
4000-4999: Books And Supplies	Gift Fund	4,145.00
5000-5999: Services And Other Operating	Gift Fund	600.00
5800: Professional/Consulting Services	Gift Fund	1,000.00
4000-4999: Books And Supplies	Instructional Media	285.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	13,500.00
2000-2999: Classified Personnel Salaries	LCAP At-Risk Student Support	7,500.00
4000-4999: Books And Supplies	LCAP At-Risk Student Support	1,868.00
5000-5999: Services And Other Operating	LCAP At-Risk Student Support	50.00
5800: Professional/Consulting Services	LCAP At-Risk Student Support	5,000.00
1000-1999: Certificated Personnel Salaries	Local Categorical	2,360.00
5000-5999: Services And Other Operating	Site Allocation	6,180.00
2000-2999: Classified Personnel Salaries	Site Discretionary	900.00
4000-4999: Books And Supplies	Site Discretionary	20,180.00
5000-5999: Services And Other Operating	Site Discretionary	550.00
	Title I Part A: Basic Grants Low-Income	6,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Basic Grants Low-Income	7,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Basic Grants Low-Income	43,000.00
4000-4999: Books And Supplies	Title I Part A: Basic Grants Low-Income	9,100.00
5000-5999: Services And Other Operating	Title I Part A: Basic Grants Low-Income	7,000.00
5800: Professional/Consulting Services	Title I Part A: Basic Grants Low-Income	15,988.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,528.00
Goal 2	19,000.00
Goal 3	19,459.00
Goal 4	29,325.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kennelyn Celeste	X				
Beth McLaughlin		X			
Karen O'Leary		X			
Christina Quisumbing		X			
Kimberley Rose		X			
Jill Higa				X	
Jose Gomez				X	
Nancy Ramirez				X	
Heidi Rillo				X	
Debby Tino				X	
Numbers of members of each category:	1	3	1	5	0

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 1.28.19.

Attested:

Kennelyn Celeste

Typed Name of School Principal

Signature of School Principal

Date

Nancy Ramirez

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date