



LOS CERRITOS ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Cerritos Elementary	41690706045082	9/15/25	May 7, 2026

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Los Cerritos Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Los Cerritos Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement is a one year plan that takes into account how students are performing. The SPSA focuses on creating actions/services that will assist students that are at the risk of failing to meet academic standards. In addition, the SPSA is created to support and align with the district's LCAP and Portrait of a Graduate. The Los Cerritos SPSA is formulated with the input of community stakeholders to meet the needs of our students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council who consisted of the following members were consulted and part of the planning process for the SPSA/Annual Review. The Los Cerritos SPSA is formulated with the input of stakeholders to meet the needs of our students.

Karen Hong, principal
Anne Grindy, staff
Deborah Wilhorn, staff
Shawna Smith, staff
Karen Palomino, parent
Karin Gomez, parent
Maria Cobian, parent
Lourdes Castaneda, parent
Bianca Coleman, parent
Maria Govea, parent

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

None current identified.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Los Cerritos overall performance levels for 2024: English Language Arts (ORANGE); Mathematics (ORANGE); English Learner Progress (ORANGE); Chronic Absenteeism (YELLOW); Suspension Rate (BLUE)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following Los Cerritos student groups were two or more levels below the "All Student" performance.

Chronic Absenteeism: All Students (YELLOW) - Filipino (RED)

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Los Cerritos Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.98%	1.97%	1.97%	3	6	6
African American	1.96%	1.64%	2.63%	6	5	8
Asian	7.84%	5.90%	4.28%	24	18	13
Filipino	10.46%	10.82%	7.89%	32	33	24
Hispanic/Latino	66.34%	67.54%	67.11%	203	206	204
Pacific Islander	4.58%	3.61%	4.28%	14	11	13
White	2.94%	2.95%	4.61%	9	9	14
Two or More Races	4.25%	5.25%	6.91%	13	16	21
Not Reported	0.65%	0.33%	0.33%	2		1
Total Enrollment				306	305	304

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			22
Kindergarten	70	35	43
Grade 1	47	54	38
Grade 2	39	49	48
Grade 3	44	38	41
Grade 4	61	48	36
Grade 5	45	63	47
Total Enrollment	306	305	312

Conclusions based on this data:

1. Student enrollment has remained relatively stable over the past three years, with a slight increase over the years.
2. The student population continues to be predominantly Hispanic, remaining consistent at approximately 66-68% across all three years.

3. Asian student population has steadily decreased over the three year period, decreasing from 7.84% in 2022-20223 to 4.28% in 2024-2025.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	150	146	133	49.0%	47.9%	43.8%
Fluent English Proficient (FEP)	28	28	26	9.2%	9.2%	8.6%
Reclassified Fluent English Proficient (RFEP)						9

Conclusions based on this data:

1. The percentage of English Learners has shown a steady decline over the past 3 years (from 49% in 2022-23 to 43.8% in 2024-2025).
2. Despite the decline, English Learners still make up a significant portion (over 40%) of the student body. This underscores the continued importance of prioritizing English Learner achievement.
3. In 2024-2025, 9 English Learner students were reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40	35	44	40	32	41	40	32	40	100.0	91.4	93.2
Grade 4	62	47	40	59	44	36	59	44	36	95.2	93.6	90
Grade 5	44	67	51	44	60	49	44	60	49	100.0	89.6	96.1
All Grades	146	149	135	143	136	126	143	136	125	97.9	91.3	93.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2408.	2376.	2352.	20.00	12.50	7.50	12.50	12.50	2.50	42.50	21.88	32.50	25.00	53.13	57.50
Grade 4	2405.	2383.	2364.	11.86	2.27	5.56	11.86	15.91	8.33	23.73	20.45	13.89	52.54	61.36	72.22
Grade 5	2431.	2453.	2426.	13.64	10.00	2.04	2.27	26.67	22.45	29.55	18.33	24.49	54.55	45.00	51.02
All Grades	N/A	N/A	N/A	14.69	8.09	4.80	9.09	19.85	12.00	30.77	19.85	24.00	45.45	52.21	59.20

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.00	9.38	7.50	65.00	53.13	57.50	20.00	37.50	35.00
Grade 4	13.56	4.55	5.56	52.54	47.73	47.22	33.90	47.73	47.22
Grade 5	6.82	5.00	6.12	56.82	65.00	57.14	36.36	30.00	36.73
All Grades	11.89	5.88	6.40	57.34	56.62	54.40	30.77	37.50	39.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.50	3.13	2.50	65.00	43.75	40.00	22.50	53.13	57.50
Grade 4	5.08	0.00	2.78	44.07	40.91	38.89	50.85	59.09	58.33
Grade 5	6.82	8.33	0.00	47.73	55.00	53.06	45.45	36.67	46.94
All Grades	7.69	4.41	1.60	51.05	47.79	44.80	41.26	47.79	53.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.50	6.25	5.00	70.00	68.75	67.50	22.50	25.00	27.50
Grade 4	5.08	6.82	0.00	72.88	54.55	55.56	22.03	38.64	44.44
Grade 5	2.27	8.33	6.12	65.91	60.00	67.35	31.82	31.67	26.53
All Grades	4.90	7.35	4.00	69.93	60.29	64.00	25.17	32.35	32.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.50	9.38	7.50	77.50	59.38	50.00	15.00	31.25	42.50
Grade 4	10.17	6.82	2.78	57.63	63.64	52.78	32.20	29.55	44.44
Grade 5	9.09	6.67	6.12	61.36	68.33	65.31	29.55	25.00	28.57
All Grades	9.09	7.35	5.60	64.34	64.71	56.80	26.57	27.94	37.60

Conclusions based on this data:

1. The percentage of students who scored below standard overall decreased in grades 3 and 4 but increased for grades 5. More intervention in grade 5 is needed.
2. The percentage of students scoring below standard in writing increased across all grade levels. More interventions in writing are necessary at LCES.
3. The data reflects that students at Los Cerritos are stronger readers than writers as measured by the CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	41	35	44	40	34	43	40	34	43	97.6	97.1	97.7
Grade 4	62	47	40	61	47	38	61	47	38	98.4	100	95
Grade 5	44	67	51	44	66	50	44	66	50	100.0	98.5	98
All Grades	147	149	135	145	147	131	145	147	131	98.6	98.7	97

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2410.	2363.	2360.	7.50	2.94	2.33	27.50	20.59	16.28	30.00	20.59	18.60	35.00	55.88	62.79
Grade 4	2425.	2408.	2380.	9.84	4.26	2.63	22.95	8.51	13.16	18.03	42.55	21.05	49.18	44.68	63.16
Grade 5	2428.	2447.	2411.	6.82	9.09	2.00	6.82	13.64	8.00	25.00	27.27	24.00	61.36	50.00	66.00
Grade 11															
All Grades	N/A	N/A	N/A	8.28	6.12	2.29	19.31	13.61	12.21	23.45	30.61	21.37	48.97	49.66	64.12

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.50	2.94	6.98	65.00	44.12	39.53	22.50	52.94	53.49
Grade 4	11.48	4.26	2.63	39.34	40.43	42.11	49.18	55.32	55.26
Grade 5	4.55	13.64	6.00	29.55	34.85	28.00	65.91	51.52	66.00
Grade 11									
All Grades	9.66	8.16	5.34	43.45	38.78	35.88	46.90	53.06	58.78

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.00	5.88	0.00	47.50	44.12	46.51	37.50	50.00	53.49
Grade 4	13.11	2.13	2.63	44.26	48.94	23.68	42.62	48.94	73.68
Grade 5	9.09	7.58	2.00	36.36	48.48	36.00	54.55	43.94	62.00
All Grades	12.41	5.44	1.53	42.76	47.62	35.88	44.83	46.94	62.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.00	8.82	4.65	67.50	58.82	46.51	17.50	32.35	48.84
Grade 4	11.48	6.38	2.63	39.34	53.19	34.21	49.18	40.43	63.16
Grade 5	6.82	6.06	0.00	52.27	48.48	46.00	40.91	45.45	54.00
All Grades	11.03	6.80	2.29	51.03	52.38	42.75	37.93	40.82	54.96

Conclusions based on this data:

1. The number of students enrolled in grades 3-5 decreased slightly over the 3 year period from 147 students in 2022-2023 and 135 students in 2024-2025. Despite the decrease in total enrollment and tested students, the percentage of enrolled students who were tested remained consistently high across all three years with 98.6% in 2022-23, 98.7% in 2023-24, and 97% in 2024-25, indicating strong participation rates.
2. Overall student achievement in mathematics, as measured by the percentage of students meeting standards, declined over the three year period from 19.31% in 2022-23 to 13.61% in 2023-24 and 12.21% in 2024-2025. Similarly, the percentage of students exceeding standards showed a consistent downward trend, decreasing from 8.28% in 2022-23 to 6.12% in 2023-24 and 2.29% in 2024-25. These results indicate a continued need to strengthen instructional practices and targeted supports in mathematics to improve proficiency performance levels.
3. 5th grade overall remains consistently high in percentage below standards across the different measures, compared to 3rd and 4th.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1420.4	1383.6	1359.4	1415.3	1393.8	1360.8	1431.9	1359.8	1355.9	40	31	24
1	1387.2	1436.7	1410.8	1398.1	1448.4	1426.3	1375.8	1424.5	1394.9	18	26	23
2	1436.2	1426.9	1455.3	1440.2	1424.5	1463.2	1431.7	1428.8	1447.1	13	20	25
3	1505.1	1409.8	1455.8	1510.2	1405.0	1449.0	1499.6	1414.2	1462.2	17	13	19
4	1478.7	1486.3	1437.0	1474.3	1475.1	1423.3	1482.5	1497.1	1450.1	30	23	20
5	1536.1	1478.4	1439.3	1535.0	1469.5	1417.3	1536.9	1486.9	1460.8	21	32	22
All Grades										139	145	133

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.50	6.45	8.33	37.50	45.16	16.67	27.50	9.68	25.00	17.50	38.71	50.00	40	31	24
1	0.00	3.85	0.00	11.11	50.00	21.74	27.78	26.92	26.09	61.11	19.23	52.17	18	26	23
2	7.69	0.00	8.00	38.46	30.00	40.00	15.38	35.00	28.00	38.46	35.00	24.00	13	20	25
3	23.53	0.00	0.00	41.18	23.08	31.58	29.41	30.77	31.58	5.88	46.15	36.84	17	13	19
4	13.33	21.74	0.00	26.67	30.43	20.00	20.00	17.39	25.00	40.00	30.43	55.00	30	23	20
5	23.81	15.63	0.00	42.86	15.63	27.27	23.81	25.00	27.27	9.52	43.75	45.45	21	32	22
All Grades	15.11	8.97	3.01	33.09	33.10	26.32	24.46	22.76	27.07	27.34	35.17	43.61	139	145	133

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.00	9.68	4.17	37.50	41.94	20.83	32.50	12.90	20.83	20.00	35.48	54.17	40	31	24
1	0.00	30.77	8.70	27.78	19.23	39.13	27.78	30.77	17.39	44.44	19.23	34.78	18	26	23
2	15.38	5.00	24.00	23.08	35.00	36.00	30.77	35.00	16.00	30.77	25.00	24.00	13	20	25
3	52.94	7.69	15.79	23.53	15.38	36.84	23.53	38.46	10.53	0.00	38.46	36.84	17	13	19
4	33.33	34.78	10.00	20.00	30.43	30.00	13.33	4.35	5.00	33.33	30.43	55.00	30	23	20
5	38.10	31.25	9.09	38.10	15.63	31.82	14.29	15.63	13.64	9.52	37.50	45.45	21	32	22
All Grades	23.74	21.38	12.03	29.50	26.90	32.33	23.74	20.69	14.29	23.02	31.03	41.35	139	145	133

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	11.11	6.45	8.33	11.11	12.90	8.33	66.67	48.39	45.83	11.11	32.26	37.50	18	31	24
1	8.70	0.00	0.00	39.13	30.77	26.09	26.09	34.62	8.70	26.09	34.62	65.22	23	26	23
2	7.41	5.00	0.00	33.33	25.00	44.00	29.63	30.00	24.00	29.63	40.00	32.00	27	20	25
3	0.00	0.00	0.00	7.69	7.69	10.53	61.54	38.46	47.37	30.77	53.85	42.11	13	13	19
4	0.00	8.70	0.00	25.00	17.39	5.00	33.33	34.78	30.00	41.67	39.13	65.00	12	23	20
5	*	6.25	0.00	*	15.63	13.64	*	28.13	31.82	*	50.00	54.55	*	32	22
All Grades	8.63	4.83	1.50	24.46	18.62	18.80	33.81	35.86	30.83	33.09	40.69	48.87	139	145	133

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	20.00	16.13	8.33	52.50	45.16	37.50	27.50	38.71	54.17	40	31	24
1	16.67	34.62	26.09	61.11	50.00	47.83	22.22	15.38	26.09	18	26	23
2	7.69	5.00	28.00	69.23	75.00	48.00	23.08	20.00	24.00	13	20	25
3	23.53	0.00	0.00	64.71	61.54	73.68	11.76	38.46	26.32	17	13	19
4	23.33	39.13	5.00	46.67	34.78	50.00	30.00	26.09	45.00	30	23	20
5	35.00	6.25	4.55	40.00	46.88	63.64	25.00	46.88	31.82	20	32	22
All Grades	21.74	17.93	12.78	53.62	50.34	52.63	24.64	31.72	34.59	138	145	133

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	12.50	19.35	4.17	55.00	41.94	37.50	32.50	38.71	58.33	40	31	24
1	11.76	24.00	0.00	35.29	44.00	65.22	52.94	32.00	34.78	17	25	23
2	23.08	5.00	28.00	46.15	60.00	44.00	30.77	35.00	28.00	13	20	25
3	52.94	15.38	15.79	47.06	46.15	42.11	0.00	38.46	42.11	17	13	19
4	30.00	39.13	15.00	33.33	26.09	25.00	36.67	34.78	60.00	30	23	20
5	57.14	37.50	22.73	38.10	25.00	27.27	4.76	37.50	50.00	21	32	22
All Grades	28.99	25.00	14.29	43.48	38.89	40.60	27.54	36.11	45.11	138	144	133

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.50	3.23	8.33	67.50	54.84	41.67	15.00	41.94	50.00	40	31	24
1	5.56	8.33	0.00	22.22	66.67	30.43	72.22	25.00	69.57	18	24	23
2	15.38	5.00	8.00	38.46	50.00	52.00	46.15	45.00	40.00	13	20	25
3	5.88	0.00	0.00	64.71	30.77	47.37	29.41	69.23	52.63	17	13	19
4	6.67	8.70	0.00	43.33	47.83	35.00	50.00	43.48	65.00	30	23	20
5	14.29	6.25	4.55	52.38	37.50	36.36	33.33	56.25	59.09	21	32	22
All Grades	11.51	5.59	3.76	51.08	48.95	40.60	37.41	45.45	55.64	139	143	133

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	42.50	16.13	25.00	32.50	45.16	37.50	25.00	38.71	37.50	40	31	24
1	0.00	4.00	4.35	58.82	80.00	39.13	41.18	16.00	56.52	17	25	23
2	7.69	10.00	4.00	53.85	50.00	72.00	38.46	40.00	24.00	13	20	25
3	17.65	0.00	0.00	70.59	61.54	63.16	11.76	38.46	36.84	17	13	19
4	6.67	13.04	5.00	63.33	52.17	45.00	30.00	34.78	50.00	30	23	20
5	38.10	12.50	0.00	52.38	40.63	54.55	9.52	46.88	45.45	21	32	22
All Grades	22.46	10.42	6.77	52.17	53.47	51.88	25.36	36.11	41.35	138	144	133

Conclusions based on this data:

1. The number of students assessed on the ELPAC remained relatively stable over the three year period, with 139 students in 2022-23, 145 students in 2023-24, and 133 students in 2024-25.
2. Overall language proficiency levels indicate a decline in students performing at Level 4, decreasing significantly from 15.11% in 2022-23 to 8.97% in 2023-24 and 3.01% in 2024-25.

3. The percentage of level 1 students increased from 27.34% in 2022-23 to 35.17% in 2023-24 and 43.61% in 2024-25, indicating a growing proportion of students entering at the newcomer level and a need for increased language development support.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
304	66.8%	43.8%	0.3%
Total Number of Students enrolled in Los Cerritos Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	133	43.8%
Foster Youth	1	0.3%
Homeless	13	4.3%
Socioeconomically Disadvantaged	203	66.8%
Students with Disabilities	60	19.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.6%
American Indian	6	2%
Asian	13	4.3%
Filipino	24	7.9%
Hispanic	204	67.1%
Two or More Races	21	6.9%
Pacific Islander	13	4.3%
White	14	4.6%

Conclusions based on this data:

- 66.8% of students are eligible for free and reduced priced meals, highlighting a high level of socioeconomic need and the importance of equitable access to academic and behavioral supports.

2. The student population includes a significant proportion of English Learners, with 43.8% of identified as English Learners, indicating a strong need for consistent, high quality integrated and designated language development supports across all grade levels.
3. Students with disabilities represent 19.7% of total enrollment, suggesting that nearly one in five requires specialized planning and services through IEP supports. Additionally, 0.3% of students are foster youth, underscoring the need for targeted attention to student wellness and stability for highly vulnerable populations. These demographics indicate substantial needs that require strong systems of support, differentiation, and inclusive instructional practices.

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Red	Suspension Rate Blue
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. The 2025 CA school dashboard indicates significant areas of need in academic performance and student engagement, with ELA and EL progress both rated red, and Math rated orange.
2. Chronic absenteeism is also rated red, highlighting attendance as a critical barrier to student learning and overall achievement.

3. Instructional achievement and student attendance remain the primary focus areas for improvement, particularly for ELs and core academic areas.

School and Student Performance Data

Academic Performance English Language Arts

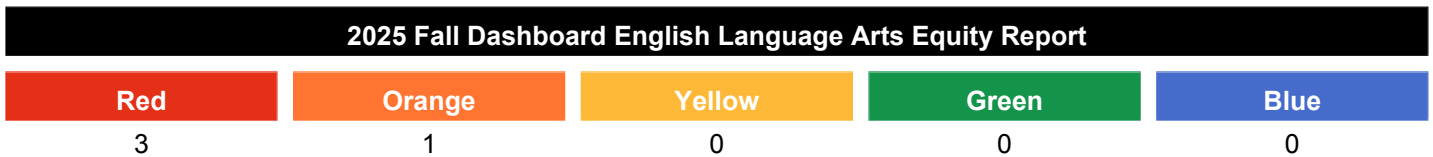
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>72.7 points below standard</p> <p>Declined 14 points</p> <p>120 Students</p>	<p>English Learners</p> <p>Red</p> <p>78.2 points below standard</p> <p>Maintained -2.1 points</p> <p>62 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>80.5 points below standard</p> <p>Declined 12.4 points</p> <p>86 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>107.5 points below standard</p> <p>Increased 13.2 points</p> <p>33 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>83.3 points below standard</p> <p>Declined 15.2 points</p> <p>82 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

1. 46% of students are performing below standard in English Language Arts. Stronger Tier I and Tier II supports are needed for all students.
2. 43.4% of Hispanic students are performing below standard in ELA. Strengthening family engagement and providing resources that bridge school to home learning may help support growth for this subgroup.
3. 80% of English Learners are performing below standard in ELA. This indicates that Tier 1 instruction is not yet adequately meeting the needs of English Learners. Strengthening core instruction with intentional scaffolds, integrated language development, and evidence based literacy practices is essential to ensure ELs can access grade level content.

School and Student Performance Data

Academic Performance Mathematics

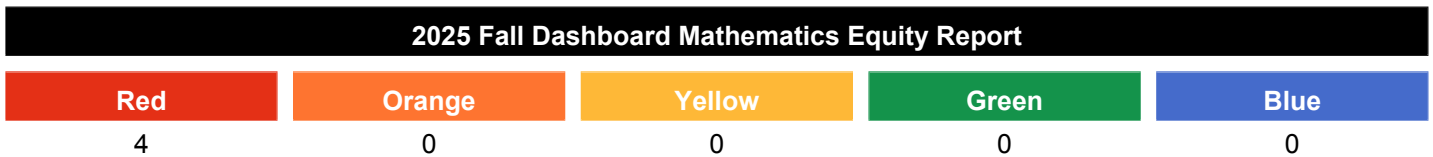
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>89.1 points below standard</p> <p>Declined 18.7 points</p> <p>124 Students</p>	<p>English Learners</p> <p>Red</p> <p>101.6 points below standard</p> <p>Declined 19.2 points</p> <p>66 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>100.9 points below standard</p> <p>Declined 23.1 points</p> <p>89 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>126.1 points below standard</p> <p>Declined 21 points</p> <p>31 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>100.6 points below standard</p> <p>Declined 11 points</p> <p>84 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>

Conclusions based on this data:

1. 47.7% of students are performing below standard in mathematics. This indicates a need to strengthen Tier 1 instruction to ensure high quality, standards aligned teaching for all students. Targeted interventions and small group support will be necessary to address skill gaps and accelerate learning.
2. 50.3% of Hispanic students are performing below standard in mathematics. This indicates the need to strengthen Tier 1 math instruction with culturally responsive teaching strategies and targeted scaffolds. Implementing small group interventions, progress monitoring, and differentiated support will be critical to closing the achievement gap and ensuring equitable outcomes for this subgroup of students.
3. 69.2% of ELs are performing below standard in mathematics. This indicates a significant gap in access to grade level content and Tier 1 instruction is not meeting their linguistic and academic needs. Designated ELD provides structured time and targeted support to develop students' English Language proficiency, equipping students with the tools and strategies they will need to fully access and engage in grade level curriculum.

School and Student Performance Data

Academic Performance Science

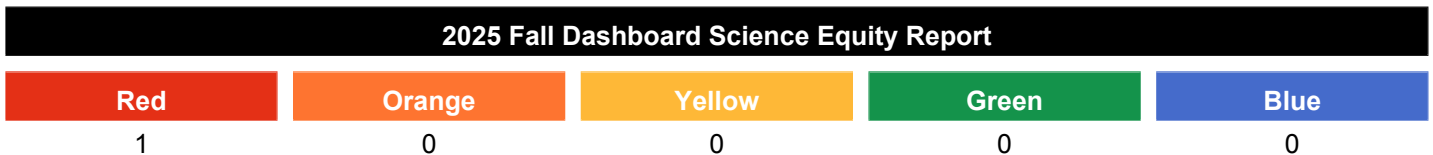
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange 35.6 science points Declined 6.5 points 44 Students	 No Performance Color 35 science points Declined 3.7 points 27 Students	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 Red 33.9 science points Declined 7 points 32 Students

<p>Students with Disabilities</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 9 Students</p>	<p>African American</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 1 Student</p>	<p>American Indian</p>  <p>No Performance Color 0 Students</p>
<p>Asian</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>Filipino</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 5 Students</p>	<p>Hispanic</p>  <p>No Performance Color 33 science points Declined 4.3 points 27 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 3 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color Fewer than 11 students - No Data for Privacy 4 Students</p>	<p>White</p>  <p>No Performance Color 0 Students</p>

Conclusions based on this data:

- Overall performance in Science is rated orange, reflecting a need for continued improvement in student achievement in this content area.
- Performance data across student groups shows that socioeconomically disadvantaged students (32) and EL (27) represent the largest portions of students assessed, indicating that subgroup performance is closely aligned with overall trends and should remain a key focus of instruction.
- Students with disabilities (9) and smaller subgroups including homeless (4) and pacific islander (4) reflect the importance of ensuring equitable access to grade level science instruction and supports. There is a need for strengthened instructional strategies in science with an emphasis on supporting ELs and socioeconomically disadvantaged students to improve outcomes across all student groups.

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 23.4 making progress. Number Students: 94 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 25%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 51.1%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 23.9%

Conclusions based on this data:

- 2025 Dashboard indicates EL progress is in red, with 94 ELs included in the data, highlighting a significant area of need.
- A majority of students (51.1%) maintained their current ELPI level, while 25% of students decreased at least one level, indicating limited overall progress in ELD.
- Only 23.9% of students progressed at least one ELPI level, and no students maintained a level 4, suggesting challenges in advancing students toward English proficiency. There is a need to strengthen both designated and integrated ELD supports to accelerate language acquisition and improve outcomes for ELs.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  <p>Red</p> <p>24.9% Chronically Absent</p> <p>Maintained 0</p> <p>329 Students</p>	<p>English Learners</p>  <p>Red</p> <p>21.9% Chronically Absent</p> <p>Increased 1.6</p> <p>155 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>37.5% Chronically Absent</p> <p>Increased 19.9</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>26.7% Chronically Absent</p> <p>Increased 2.9</p> <p>232 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>32.4% Chronically Absent</p> <p>Declined 2.1</p> <p>74 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>15.4% Chronically Absent</p> <p>Maintained 0.4</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Declined 17.6</p> <p>24 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>21.9% Chronically Absent</p> <p>Declined 1.9</p> <p>224 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>37.5% Chronically Absent</p> <p>Declined 3.7</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>53.8% Chronically Absent</p> <p>Increased 26.6</p> <p>13 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>31.3% Chronically Absent</p> <p>Increased 22.2</p> <p>16 Students</p>

Conclusions based on this data:

1. Chronic absenteeism is a significant concern, with overall performance in the red for all students.
2. Most student groups reflect similarly high levels of chronic absenteeism, suggesting that attendance challenges are widespread and not isolated to a single subgroup.
3. The data highlights an urgent need for targeted and systemic strategies to improve student attendance and engagement across all student populations.

School and Student Performance Data

Conditions & Climate Suspension Rate

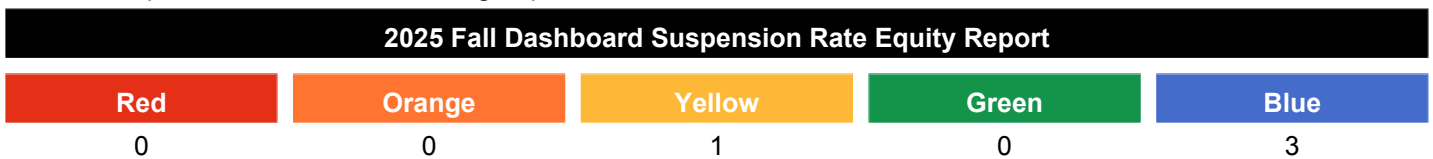
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 0.3%</p> <p>335 Students</p>	<p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.1%</p> <p>157 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.8%</p> <p>235 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>1.4% suspended at least one day</p> <p>Maintained 0.2%</p> <p>74 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>25 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>227 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>3.8% suspended at least one day</p> <p>Declined 7.9%</p> <p>26 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>13 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>16 Students</p>

Conclusions based on this data:

1. The 2025 CA dashboard indicates strong overall performance in suspension rates, with most student groups performing at the Blue level. This suggests that school wide systems and practices supporting positive student behavior and school climate are effective.
2. Students with disabilities are identified at the yellow level, indicating a need for additional targeted supports to ensure equitable discipline practices within this subgroup.
3. Overall, the data suggests that while suspension rates are low, continued attention to equitable discipline practices is needed to ensure all student groups are consistently supported.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA
By May 2026, the percentage of students who meet or exceed standards on the CAASPP ELA will increase from 27.9% to 33%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:
All students will reach high standards, at a minimum attaining California Assessment of Student Performance and Progress (CAASPP) Achievement Level Descriptor (ALD) levels 3 or 4 in reading/language arts/literacy.

LCAP Priorities:
1- Academic Achievement
2- Professional Development
3- Community Engagement
4- Special Education

LCAP Goal:
Academic Achievement - The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students. A primary area of focus will remain on curricular programs to ensure that it is coherent and aligned across the district.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CAASPP 2024 data indicates that 27.9% of students met or exceeded standards in ELA. As a result, students at LCES require additional ELA supports so as to close the gap between their performance and CAASPP standards.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP 2024	<p>CAASPP ELA 2024 data indicates the following:</p> <p>All Students are performing -53 points below standard on CAASPP ELA 2023.</p> <p>Hispanic/LatinX students performing -60.1 points below standard on CAASPP 2023</p> <p>Students with Disabilities are performing -108.0 points below standard on CAASPP 2023.</p> <p>English Learners are performing -75.7 points below standard on CAASPP 2023</p> <p>Socioeconomically Disadvantaged students are performing -58.6 points below standard on CAASPP 2023</p>	Across all groups, there will be a 5% decrease in students scoring below standards.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Curriculum Implementation-</p> <ul style="list-style-type: none"> -Implement district adopted K-5 literacy curriculum -Implement Seeds framework in Transitional Kindergarten -Align instruction to SSFUSD Priority standards <p>Ensure special education staff participate in district provided trainings to deepen their understanding of ELA and Math priority standards and how to integrate them into instruction.</p> <p>Tier II-</p> <ul style="list-style-type: none"> -Intervention provided for at-promise readers in grades K-5 -Student Success Team (SST) meetings to involve parents for students one academic year and below grade level -School tutoring and additional supports from Reading Specialists <p>Professional Development-</p> <ul style="list-style-type: none"> -Train teachers in evidence based practices: vocabulary instruction, academic discourse, phonics/ phonemic awareness -Facilitate instructional rounds and coaching cycles led by the Instructional Coach <p>Progress Monitoring-</p> <ul style="list-style-type: none"> -Use district benchmarks, common assessments and other school wide diagnostics to monitor growth -Adjust instruction based on data and reteach standards as needed 	All Students	58,130 Title I 1000-1999: Certificated Personnel Salaries

1.2	Reading Specialists will provide targeted interventions and support for identified students to address specific skill gaps and accelerate literacy development. This includes small group instruction, progress monitoring, and collaboration with classroom teachers to ensure alignment with core instruction.	All	11,616 LCAP At-Risk Student Support 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Spring 2024 CAASPP show that 27.9% of students met or exceeded standards in ELA. By implementing targeted strategies aligned to the district's LCAP goal 1, LCES aims to increase reading proficiency and ensure more students are reading at or above grade level.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learners

By May 2026, 50% of English Language Learners will increase their ELPAC score by one level on Spring ELPAC 2026 assessment from Spring ELPAC 2026 assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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- Academic Achievement
- 2- Professional Development
- 3- Community Engagement
- 4- Special Education

LCAP Goal: Professional Development - Identified classified staff, certificated, and administrative staff will participate in professional development trainings that will assist in preparing students for college, career, and lifelong readiness and/or provide ongoing supporting for learning and growth within the profession to increase skills to better support all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Summative ELPAC 2024 data indicates the following:

- Only 8.97% of ELs achieved level 4, meeting or exceeding proficiency and eligible for reclassification.
- Levels 3 & 4 combined, 42.07% of ELs are moderately proficient, while levels 1&2 (57.93%) are below proficiency

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	ELPAC 2024- 8.97% of ELs are at or above grade level	Increase EL students reaching level 4 "well developed" from 8.97% to 12% by Spring 2026.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Data driven EL Support	English Learners	11,411 EI Support

	<p>Regularly analyze EL performance data by grade level to identify trends, monitor growth, and plan targeted instructional support</p> <p>Tier1-</p> <ul style="list-style-type: none"> -Increase academic discourse and structured student talk -Teacher collaboration time to plan designated ELD instruction -Professional learning for teachers on effective ELD strategies <p>Tier II-</p> <ul style="list-style-type: none"> -Push in/ Pull out models for newcomer support -Targeted intervention group instruction based on proficiency needs 		<p>1000-1999: Certificated Personnel Salaries</p> <p>3400 EI Support</p> <p>4000-4999: Books And Supplies</p>
2.10			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

In Spring 2024, only 8.97% of MLLs at LCES achieved Level 4 on the summative ELPAC, with just 42.07% at or above moderate proficiency (level 3 & 4). As our baseline, we set a target of increasing level 4 reclassification from 8.97% to 12%, reducing ELs scoring below level 3 from 57.9% to under 50% by Spring 2026. We will implement targeted intervention groups during Designated ELD instruction, progress monitoring, and teacher coaching sessions to reach these goals.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Attendance
By May 2026, the percentage of students who are chronically absent will decrease by 10% from May 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2- Create a safe and supportive school climate that promotes a sense of belonging and engagement for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

39.4% of students at Los Cerritos are chronically absent per California Dashboard.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Results	24.9 % of students are Chronically absent per California Dashboard 2024. 23.8% of Hispanic/Latinx 20.4% of English Learners 34.6% of Students with Disabilities 23.8% of Socioeconomically Disadvantaged	Based on the declining trend of students who are chronically absent, LCES aims for 14.5% decrease in 2026.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	* Monthly communication to parents will be provided on the importance of school attendance. *. Students who have made improvements in attendance will be recognized monthly beginning September 2025. *. Students who have 100% attendance will be recognized monthly beginning September 2025.	All Students	22,710 Title I 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

These goals support the district LCAP goal 2, which focuses on building a safe and supportive school climate that fosters student belonging and engagement. Chronic absenteeism is one key indicator of student disconnection, and targeted actions will help improve attendance, especially for high need student groups in the 'Red' category such as Filipino.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Belonging

LCES aims to foster a safe, inclusive, and welcoming school climate where students feel respected, supported, and connected to the school community. By strengthening positive relationships, promoting equity, and implementing schoolwide social emotional and behavioral supports, we will create an environment where all students feel a sense of belonging. This supportive climate will enhance student engagement, reduce barriers to learning, and contribute to improved academic and social emotional outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

LCAP Priorities:

2 - Create a safe and supportive school climate that promotes a sense of belonging and engagement for students.

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.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the 2024 California Dashboard, 24.9% of students are chronically absent. Although this is a 14.5% decrease from 2023, LCES aims to strengthen student connection, particularly students in the "Red" subgroup (Filipino). The wellness counselor and school wide PBIS implementation offer opportunities to improve Tier 1 supports and family partnerships.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism indicator	24.9 % in 2024 (All Students)	10.4 % in 2025 (All Students)
CA Dashboard - Chronic Absenteeism indicator	34.6% in 2024 (Students w/Disabilities)	20.1% in 2025 (Students w/Disabilities)
CA Dashboard - Chronic Absenteeism indicator	20.4% in 2024 (EL)	5.9 % in 2025 (EL)
CA Dashboard - Chronic Absenteeism indicator	23.8% in 2024 (Economically Disadvantaged)	9.3% in 2025 (Economically Disadvantaged)
CA Healthy Kids Survey (TBD)	Baseline will be determined this year	TBD

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Wellness Counselor to strengthen Sense of Belonging and Social Emotional Learning (SEL) -Facilitate SEL classroom lessons -Small group sessions and individual check ins focused on developing self awareness, relationship skills, and emotional regulation -Professional learning for staff to build capacity in supporting student regulation, conflict resolution, and fostering positive classroom climates.	All Students	
4.2	Strengthen PBIS Implementation -Establish and consistently teach school wide behavior expectations across all settings -Implement a system of positive recognition and reinforcement to celebrate students demonstrating expected behaviors -Provide ongoing professional learning for staff on PBIS practices, restorative approaches, and culturally responsive behavior supports -Collect and analyze office referral data regularly to identify trends, monitor the effectiveness of interventions, and adjust supports to meet student needs	All Students	7,912 Site Discretionary 4000-4999: Books And Supplies
4.3	At-Risk students with on-site support -Principal, teachers, wellness counselor, psychologist, will identify academic/behavior at-risk students. These students will receive on-site support and services through Student Success Team (SST) referrals and determine next steps.	All Students	11,616 LCAP At-Risk Student Support
4.4	Expand Family Engagement Opportunities -Host coffee with the principal & wellness counselor each trimester for families on SEL topics such as managing anxiety and student motivation -Educate families on PBIS, school-wide expectations, and routines to partner with families and reinforce expectations at home -Family bulletin through newsletters to share school events and SEL frameworks for additional support at home		5,274 Site Discretionary 0000: Unrestricted family engagement
4.5	School Assemblies - Diversity and Social Emotional Learning -Host regular school assemblies focused on promoting diversity, inclusion, and social emotional learning. Assemblies will highlight themes such as Kindness, Responsibility, Safety, Empathy, Conflict Resolution, Cultural Awareness, and celebrating student voice, helping to build a positive school climate and strengthen students' sense of belonging		7,912 General Fund 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This goal is aligned to LCAP goal 2 and is designed to foster student connection and engagement by leveraging new resources. LCES will implement school wide PBIS and added a full time wellness counselor. Together, these systems aim to increase belonging, reduce behavior incidents, and support family to school partnerships. Students who feel safe, connected, and supported are more likely to attend school consistently, succeed academically, and thrive.

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

N/A

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,981.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$80,840.00

Subtotal of additional federal funds included for this school: \$80,840.00

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

State or Local Programs	Allocation (\$)
EI Support	\$14,811.00
General Fund	\$7,912.00
LCAP At-Risk Student Support	\$23,232.00
Site Discretionary	\$13,186.00

Subtotal of state or local funds included for this school: \$59,141.00

Total of federal, state, and/or local funds for this school: \$139,981.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Discretionary	21,098	7,912.00
Instructional Media	597	597.00
Site Allocation	9,120	9,120.00
EI Support	14811	0.00
LCAP At-Risk Student Support	23232	0.00
Title I Part A: Basic Grants Low-Income and Neglected	90840	90,840.00
Gift Fund	4574.01	4,574.01
Local Categorical		

Expenditures by Funding Source

Funding Source	Amount
EI Support	14,811.00
General Fund	7,912.00
LCAP At-Risk Student Support	23,232.00
Site Discretionary	13,186.00
Title I	80,840.00

Expenditures by Budget Reference

Budget Reference	Amount
	11,616.00
0000: Unrestricted	5,274.00
1000-1999: Certificated Personnel Salaries	81,157.00
4000-4999: Books And Supplies	34,022.00
5000-5999: Services And Other Operating Expenditures	7,912.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	EI Support	11,411.00
4000-4999: Books And Supplies	EI Support	3,400.00
5000-5999: Services And Other Operating Expenditures	General Fund	7,912.00
	LCAP At-Risk Student Support	11,616.00
1000-1999: Certificated Personnel Salaries	LCAP At-Risk Student Support	11,616.00
0000: Unrestricted	Site Discretionary	5,274.00
4000-4999: Books And Supplies	Site Discretionary	7,912.00
1000-1999: Certificated Personnel Salaries	Title I	58,130.00
4000-4999: Books And Supplies	Title I	22,710.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	69,746.00
Goal 2	14,811.00
Goal 3	22,710.00
Goal 4	32,714.00

School Site Council Membership

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

- 1 School Principal
- 0 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Karen Hong	Principal
Anne Grindy	Other School Staff
Deborah Wilborn	Other School Staff
Karen Palomino	Other School Staff Parent or Community Member
Maria Govea	
Karin Gomez	Parent or Community Member
Bianca Coleman	Parent or Community Member
Marian Cobrian	Parent or Community Member
Lourdes Castaneda	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 9/30/24.

Attested:



Principal, Karen Hong on 9/15/25



SSC Chairperson, Karen Hong on 9/15/25

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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