

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Los Cerritos	19648736021448	October 28, 2020	November 9, 2020

## Purpose and Description

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

Schoolwide Program

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

N/A

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

#### School Site Council Meetings

Jan 29, 2020 – Reviewed mid – year scores in Literacy and math. Identified areas of need for the following year, 2020 – 2021.

October 21, 2020 – Reviewed survey data as part of the comprehensive needs assessment. The number of participants and percentages were shared. Parents strongly agreed and agreed regarding parent involvement and safety. Question were shared, and questions and comments were taken.

October 28, 2020 – Reviewed Input from ELAC meeting, classes, Voted and unanimously approved the SPSA for 2020-2021

#### English Learner Advisory Committee Meetings

January 29, 2020 - Reviewed English Learner Program and actions. Reviewed scores in Literacy and ELD. Identified as an area of need for the following year, 2020 – 2021.

October 21, 2020 - Reviewed survey data as part of the comprehensive needs assessment. The number of participants and percentages were shared. Parents strong agreed and agreed regarding parent involvement and safety. The question descriptions were shared, and questions and comments were taken.

# Resource Inequities

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

N/A

## Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals.

### Goal 1

Our goal is to increase student achievement in literacy and ELD, by providing high quality instruction.

#### Identified Need

As part of the comprehensive needs assessment, stakeholders examined parent surveys, ELPAC Scores, benchmark and interim assessments; and grades.

As a result, the following needs were identified:

SBAC Scores (May 2019)

English Language Arts – 16 points below standard

3<sup>rd</sup> grade – 6 points below standard

4<sup>th</sup> grade – 29 points below standard

5<sup>th</sup> grade – 11 points below standard

ELPAC Scores (Spring 2020)

131 students tested

Scores range from “Well developed to Somewhat developed” in all areas of the ELPAC

Overall Average level 2 1453

Oral Average Level 3 1459

Listening Level 2

Speaking Level 2

Written Average 2 1442

Reading Level 2

Writing Level 2

Benchmarks

Foundational Reading Skills

Mid – Year Assessment – 28% of kindergarten students met or exceeded standard phonemes initial assessment

Mid – Year Assessment – 66% of first grade students met or exceeded standard on one syllable short vowels assessment

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores (May 2019)	16 points below standard	9 points below standard
ELPAC (Spring 2020)	Overall Level 2 1453	Overall Level 3 1530
Foundational Reading Skills (Mid – year) Kindergarten First	28% met or exceeded standard on phoneme initials 66% met or exceeded standard on one syllable short vowels total	50% will meet or exceed standard 80% will meet or exceed standard

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities.

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

English/Language Arts Coach provides professional development via the coaching cycle that includes modeling, co-teaching, observation, and debrief. In addition, coach meets with grade level teams to discuss data, implement needs assessment, and assist with formative assessments and lesson design as well as analyze student work, assignments, and tasks. *This strategy will be implemented when full in – person instruction resumes, and physically distancing requirements have been lifted.*

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$149, 200	LCAP 1.43B

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

Librarian will provide support in English/ Language Arts by providing grade level reading material to all students. *This strategy will be implemented when full in – person instruction resumes, and physically distancing requirements have been lifted.*

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$12, 315

Title I

## Strategy/Activity 3

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

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

All students

### Strategy/Activity

Purchase supplemental online programs, technology, and additional hardware to support technology-based instruction.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$20,000

Title I

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

## ANALYSIS

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

The Intervention teacher met with small groups daily to provide intervention in the areas of Literacy and English Language Development. 74% of students met or exceeded standard at the end of year assessment. The ELA Coach met with teachers to provide professional development to ensure that students receive high quality instruction in ELA and ELD. Because of the support provided, all students made academic gains in ELA and ELD. *This strategy will be implemented when full in-person instruction resumes, and physically distancing requirements have been lifted.*

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

All strategies/activities implemented and the budgeted expenditures were appropriate to meet the 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.

There will be no changes made to this goal or the annual outcome. Albeit, the position of Intervention Teacher has been eliminated due to lack of funding.

## Goal 2

By teaching through inquiry, we will increase student achievement by providing high quality instruction in math.

### Identified Need

As part of the comprehensive needs assessment, stakeholders examined SBAC score on the California School Dashboard, staff, student, and parent surveys, benchmark and interim assessments; and grades.

As a result, the following needs were identified:

SBAC Scores (May 2019)

Math – 22 points below standard

3<sup>rd</sup> grade – 12 points above standard  
 4<sup>th</sup> grade – 36 points below standard  
 5<sup>th</sup> grade – 36 points below standard  
 Mid – Year Math Unit 2 & 3 Assessments –  
 1<sup>st</sup> grade 88% at Mastery Unit 2  
 2<sup>nd</sup> grade 67% at Mastery Unit 3  
 3<sup>rd</sup> grade 53% at Mastery Unit 3  
 4<sup>th</sup> grade 62% at Mastery Unit 3  
 5<sup>th</sup> grade 78% at Mastery Unit 3

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Scores (May 2019)	22 points below standard	15 points below standard
Math unit assessment	Students scored between 100% - 53 %	100% - 80% of students will meet or exceed standards
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities.

### Strategy/Activity 1

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

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

All students

#### Strategy/Activity

Math Coach provides professional development via the coaching cycle that includes modeling, co-teaching, observation, and debrief. In addition, coach meets with grade level teams to discuss data, implement needs assessment, and assist with formative assessments and inquiry lesson design as well as analyze student work, assignments, and tasks. *This strategy will be implemented when full in-person instruction resumes, and physically distancing requirements have been lifted.*

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$144,467

LCAP 1.43B

## Strategy/Activity 2

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

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

All students

Strategy/Activity

Purchase supplemental online programs, technology, and additional hardware to support technology-based instruction.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$20,000

Title I

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

## ANALYSIS

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

The Intervention Teacher met with small groups daily to provide instruction in the areas of Math Fluency at all various grade levels. The percentage of students who met or exceeded the standard increase by at least 5% on the Math Unit Assessments. The Math Coach met with teachers to provide professional development to ensure that students receive high quality instruction in math. Because of the support provided, all students made academic gains in Math. *This strategy will be implemented when full in – person instruction resumes, and physically distancing requirements have been lifted.*

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

All strategies/activities implemented and the budgeted expenditures were appropriate to meet the 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.

No changes will be made to this goal or the annual outcome. Albeit, the position of Intervention Teacher has been eliminated due to lack of funding.

### Goal 3

Our goal is to support at-risk students, reduce absenteeism and provide a safe learning environment for students and staff.

#### Identified Need

As part of the comprehensive needs assessment, stakeholders examined SBAC score on the California School Dashboard, staff, student, and parent surveys, benchmark and interim assessments; and grades.

2019 – 2020 Attendance Data (February 2020)

57/537 students (11%) were chronically absent

23 of 57 students SDC students 23/100

2019 – 2020 Behavior Data

1 Suspension

Level III Behavior Referrals 17

2019 – 2020 MTSS Data (Multi-Tiered System of Support)

50 students currently on roster for Academic or Behavior or Both

#### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	11% of students were chronically absent	Less than 10% of students will be chronically absent
Behavior Data	1 suspension 17 Level III referrals	Will not exceed 1 suspension and will not exceed level III referrals by 50%.
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.



## Strategy/Activity 1

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

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

All students

### Strategy/Activity

Teacher on Special Assignment (TOSA) works with Administration and Counseling to ensure that students Social and Emotional needs are being met. In addition, Expectation assemblies and guidance lessons conduct to ensure students and parents are aware of School-wide expectations Moreover, conduct Kinder round up and Kinder support for the first 3 weeks to strengthen routines and procedures. *This strategy will be implemented when full in – person instruction resumes, and physically distancing requirements have been lifted.*

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$112,887  
\$27,920

Title I  
LCAP 1.43B

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

Provide public incentives at all stages of attendance: Daily, Weekly, Monthly, At trimester (s) and end of year. In addition, work in conjunction with Student Data Technician and Student Health Office Technician to gather data and ensure that attendance letters are being sent home. Also, meet with families to discuss the importance of attendance. *This strategy will be implemented when full in – person instruction resumes, and physically distancing requirements have been lifted.*

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$112,887  
\$27,920

Title I  
LCAP 1.43B

### Strategy/Activity 3

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

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

At-Risk Students

Strategy/Activity

Intervention Instructional Aide provides intensive support in ELA for students who are 2 or more years below grade level under the guidance of the Intervention teacher. *This strategy will be implemented when full in – person instruction resumes, and physically distancing requirements have been lifted.*

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$13,329  
\$ 1700

LCAP 1.43B  
Title I

### Strategy/Activity 4

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

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

All students

Strategy/Activity

Purchase supplemental online programs, technology, and additional hardware to support technology-based instruction.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$20,000

Title I

## Strategy/Activity 5

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

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

All students

### Strategy/Activity

Purchase supplemental online conferences and/or webinars, such as “Capturing Kids’ Hearts” to support students’ social/emotional well-being.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$2500.00

Title I

## Annual Review

### SPSA Year Reviewed: 2019-2020

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.

### ANALYSIS

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

The 2018 – 2019 school year was the first year we provided the kinder roundup. Attendance personnel were new to the school the 2018 – 2019 school year. *This strategy will be implemented when full in – person instruction resumes, and physically distancing requirements have been lifted.*

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

All strategies/activities implemented and the budgeted expenditures were appropriate to meet the 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.

Continued support at the beginning of the year to the kindergarten classrooms. Additional training for Office Personnel responsible for attendance. A counseling assistant will not be funded.

## Budget Summary

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

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 165,174
Total Federal Funds Provided to the School from the LEA for CSI	N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 165,174

### State, and Local Funds

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

State or Local Programs	\$334,916
LCAP 1.43B	\$ 334, 916

Total of federal, state, and/or local funds for this school: \$500,090