

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Cerritos School	19648736021448	December 5, 2024	December 18, 2024

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 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
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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 School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The Los Cerritos comprehensive school plan for student achievement is designed to enhance learning in accordance with the Every Student Succeeds Act (ESSA). At its core, the plan prioritizes high-quality Tier 1 instruction, in either small or whole group instruction, ensuring that all students receive differentiated and engaging teaching that meets their diverse learning needs. General Education and Special Education teachers participate in regularly scheduled biweekly collaborations focused on students' academic outcomes which address challenges and gains, sharing of best practices, fostering a sense of Professional Learning Community and encouraging innovative strategies.

The Instructional Leadership Teams (ILT), comprised of grade level teacher teams, Academic Coach, Special Education representatives and administrators, are established to analyze student data, implement best practices, facilitate collaboration meetings, and drive instructional improvements, particularly for struggling students. Ongoing professional development opportunities focus on evidence-based practices, culturally responsive teaching, and differentiated instruction, with embedded support for real-time reflection and improvement.

Daily integrated and designated English Language Development (ELD) instruction is also a key component, providing essential support for English learners to achieve proficiency. Staff will engage in professional development to support structured academic conversations and expanding use of vocabulary.

In addition to providing targeted academic interventions and regular monitoring of underperforming students, strategies to reduce chronic absenteeism and social-emotional learning programs are built into the SPSA. These strategies include: classroom and individual incentives to overcome attendance barriers, parent education courses through outreach programs and community partnerships, and bi-monthly social-emotional provided to all students. Los Cerritos aims to create an environment where every student can thrive academically and personally

The plan is aligned with Paramount Unified School District's LCAP goals:

Goal 1: Elevate Deeper Learning and College, Career, and Life Readiness- This goal aims to foster critical thinking, problem-solving, and skills necessary for success beyond school, ensuring that students are well-prepared for their future endeavors.

Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change- This goal emphasizes the importance of ongoing professional development for educators, equipping them with the tools and strategies needed to drive meaningful changes in their teaching practices.

Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety- This goal focuses on creating a supportive school culture where students feel valued, respected, and emotionally secure, which is essential for their overall well-being and academic success.

Goal 4: Enhance Family and Community Engagement- This goal seeks to build strong partnerships with families and community stakeholders through workshops, events, and consistent communication, creating a supportive network that enhances student learning.

Goal 5: Build an Inclusive and Equitable School District- This goal emphasizes the commitment to ensuring that all students, regardless of their background or abilities, have access to equitable resources, opportunities, and support within the school district. It aims to create an environment where diversity is celebrated, and every student can thrive.

# Educational Partner Involvement

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

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

Input for the development of the SPSA was obtained and approved by the 24-25 School Site Council and English Learner Advisory Committee.

School Site Council (SSC):

April 11, 2024- School Site Council

Council members conducted a mid year review of the 23-24 SPSA. The School Site Council members reviewed the impact each of the action steps had towards meeting each goal.

Goal 1:

- Academic coaches provide academic interventions and professional development in ELA, ELD and math
- TOSA/Intervention Teacher has supported ELD, playground supervision including implementation of Playworks and conducted SART attendance meetings.

Goal 2:

- Teachers continue to refine their AVID strategy of the month and committee members noticed the implementation with students homework.
- Parents were satisfied that all students had attended a minimum of one field trip.
- AVID supplies were provided for all students ensuring equity across all classrooms.

Goal 3:

- Instructional assistants participated in afterschool professional development focused on Playworks and functional behavioral strategies for Students with Disabilities.
- Intervention teachers began meeting with individual teachers to discuss interventions for MTSS.

Goal 4:

- Parent education meetings were conducted on Growth and Development, AVID, Mental Health and School Readiness.
- Parents enjoyed bringing students to evening family events.

Principal explained that the ELA and Math Coaches and all technology will be centralized by District Office for the upcoming school year.

September 30, 2024- School Site Council

The School Site Council reconvened with newly elected members. Principal reviewed the role and purpose of the SSC including the development and approval of the SPSA and Comprehensive Safety Plan. Principal provided committee members with an overview of Title 1 funding including how funds are used to supplement school-wide programs.

October 10, 2024 – School Site Council

The Principal led committee through a review of the 24-25 demographic data for Los Cerritos. The SSC reviewed academic data using results from 23-24 SBA, 23-24 i-Ready, 2024 Suspension and 2024 Parent Survey results. Parent questions regarding how the school is addressing the academic needs of students and selection of students who qualify for additional intervention were answered.

Committee members shared the new goals for 24-25 which are in alignment to PUSD District LCAP goals. The council reviewed each of the following goals:

1. Elevate Deeper Learning and College, Career, and Life Readiness
2. Implement Comprehensive Professional Learning to Effective Change
3. Cultivate a Nurturing and Emotional Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety
4. Enhance Family and Community Engagement
5. Build an Including and Equitable School District

October 28, 2024 – School Site Council

Committee members participated in a detailed explanation of Title 1 Federal funds for the 2024-2025 school year. Based on guidelines for how Title 1 funds can be used, the Principal proposed action items to meet the needs:

Goal 1: Purchase supplemental materials and supplies to support attainment of numeracy and literacy, provide field trips to develop conceptual understanding of content topics, purchase classroom sets of literature books. Parent asked for strategies they can use at home to support students development of writing in complete sentences.

Goal 2: The principal proposed using funds to compensate teachers' extra hours for collaboration, conferences, and professional development.

Goal 3: The principal obtained committee input on allocating funds for assemblies, field trips, attendance incentives,

extra hours for teacher/support staff collaboration, arts integration activities, school-wide activities. Parent asked about how parents can support their children who engage in physical altercations.

Goal 4: Committee engaged in a conversation to increase parent involvement opportunities.

Goal 5: Proposed funds for AVID professional development and extra hours for MTSS development and extra hours collaboration.

November 7, 2024 – School Site Council

Based on the 5 school goals, parents worked in groups to brainstorm ideas how what type of parent education classes are needed to support the attainment of Goals, 1, 3, 4 and 5. It was shared that the ELAC had no comments for suggestions for the SSC. Principal shared ELAC concerns regarding need for professional development and parent workshop on strategies to support academic conversations.

November 14, 2024- School Site Council

The Council continued developing the draft of the SPSA. The discussion included the preliminary budget for the school year including carryover funds from 23-24. The SSC members expressed no questions or further input on the draft plan, agreeing with the proposed actions. Principal shared the need to obtain teacher input on resources needed to support school wide focus of Academic Conversation. The SSC will reconvene on December 5, 2024 to review the final draft of the SPSA.

December 5, 2024- School Site Council

The Council approved the completed SPSA which included modifications to funding to provide professional development to support K-3 in the implementation of Academic Language. Members did not have any questions or concerns. The 24-25 SPSA was unanimously approved.

English Learner Advisory Committee (ELAC):

September 30, 2024 – English Learner Advisory Committee

The ELAC convened with newly elected members. Principal reviewed the role, purpose and bylaws of ELAC including acting as an advisory committee for English Learners. Principal provided parents with an overview of how English learners are supported through integrated and designated ELD on a daily basis. The committee reviewed ELA and Math SBA data examining the discrepancy in progress from English learners and non-English learners.

October 28, 2024- English Learner Advisory Committee

Committee members examined grade level ELPAC data for oral language performance and written language performance. The committee examined ELPAC released question for listening, speaking, reading, and writing. Parents asked about when ELPAC testing would occur and what we can do as a committee to support the annual testing. Principal provided committee members with an overview of sample instructional practices conducted during designated and integrated ELD. The focus of the conversation was centered around academic conversations. Parents asked how professional development will support the development of academic conversations. Principal shared 24-25 professional development plan as developed by SSC.

Los Cerritos Leadership Team:

September 17, 2024- Instructional Leadership Team

The ILT convened with new team members and examined current attendance data.

October 23, 2024 - Instructional Leadership Team

ILT revisited team norms, participated in discussion on high performing teams and understanding of why academic conversations are critical to student achievement.

November 12, 2024- Instructional Leadership Team

ILT engaged in discussion on current level of conversation culture at Los Cerritos based on teacher observations and focused conversations on chapter 2: Getting started with Academic Conversations from Academic Conversations by Jeff Zwiers and Marie Crawford.

Los Cerritos Staff Meetings:

August 13, 2024 - Staff Meeting

During the staff meeting, teachers and admin reviewed key components of the 23-24 school-wide academic data. CAASPP data for grades 3-5 in both ELA And Math was analyzed, along with grade-level performance insights to highlight specific areas of growth and need. Attendance data focused on chronic absenteeism.

September 2024- Grade Level Collaborations

During individual grade level collaborations, teachers examined English learner data from ELPAC, CAASPP data for

grades 3-5, and i-Ready ELA and math data. Specific areas of growth were discussed and need to refine academic conversations data was shared.

October 2024 -Grade Level Collaborations

Teacher input on development of professional development needs was obtained to provide input on development of SPSA.

Teachers in grades 3-5 examined and administered TOMS IAB assessment results to refine Universal Access instruction time. Results of the assessments will be analyzed in November to develop targeted groups.

Teachers in grades K-2 observed one another to refine SIPPS implementation and refine groups to target instruction.

All K-5 teachers revisited Visual Thinking Strategies professional development to collaborate on arts integration strategies to support listening and speaking standards during English language development.

## 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.

N/A

## 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.

2023 indicators from the California School Dashboard were used.

English Language Arts and Mathematics- Orange

School-wide Universal Access time has been implemented to address the ELA academic needs using the SIPPS program for all students not meeting phonics and phonemic awareness skills and Do the Math Intervention Program for all students not meeting Number and Operations standards. Students struggling to make progress during small group instruction will be referred to the MTSS team.

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 CA Data Dashboard Indicators for each area indicate that there are NO current subgroups that are performing two or more levels below the "all student" performance band.

### Other Needs

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

In addition, i-Ready ELA data indicated 20% of students performing 3 or more grade levels below grade levels with the greatest need in fifth grade. English learners performed 19% lower in the 3 or more grade level category compared to non-English learners.

i-Ready math data indicated 14% of K-5 students performing 3 or more grade levels below grade level.

# 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 School. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	2.57%	1.29%	1.43%	11	5	5
Asian	%	0%	%	0	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	96.96%	98.19%	97.43%	415	380	341
Pacific Islander	%	0%	%	0	0	
White	0.23%	0.26%	0.29%	1	1	1
Multiple	0.23%	0.26%	0.86%	1	1	3
Total Enrollment				428	387	350

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	72	72	44
Grade 1	60	56	55
Grade 2	75	53	57
Grade3	58	74	49
Grade 4	80	56	71
Grade 5	83	76	54
Total Enrollment	428	387	350

#### Conclusions based on this data:

- Enrollment data indicate a large decline in enrollment for grades K, 3 and 5. Kindergarten decreased by 28 students, third grade by 25 students and fifth grade by 22 students.
- Second and fourth grades had gains in enrollment with the largest gain in fourth grade by 15 students.
- Total enrollment continues to decline each year over the past 3 years.



# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	149	152	127	33.0%	34.8%	36.3%
Fluent English Proficient (FEP)	80	58	58	22.6%	18.7%	16.6%
Reclassified Fluent English Proficient (RFEP)	57	37	35		13.3%	10.0%

### Conclusions based on this data:

1. The number of English Learners declined during the 23-24 school year by 25 students however the percent of students continues to steadily increase from 34.8% to 36.3%. There continues to be a decline in overall enrollment at Los Cerritos.
2. The percentage of Fluent English Proficient (FEP) students decreased in 23-24 due to decrease in overall student population.
3. The number of Reclassified Fluency English Proficient (RFEP) indicated a small decrease (2 students). This stability indicates consistent support for English proficiency among students who have already achieved fluency.



# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49	62	41	49	61	41	49	61	41	100.0	98.4	100
Grade 4	69	52	57	68	52	57	68	52	57	98.6	100.0	100
Grade 5	72	66	50	70	66	49	70	66	49	97.2	100.0	98
Grade 11												
All Grades	190	180	148	187	179	147	187	179	147	98.4	99.4	99.3

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2395.	2404.	2390.	16.33	11.48	17.07	18.37	29.51	17.07	28.57	22.95	21.95	36.73	36.07	43.90
Grade 4	2440.	2422.	2426.	13.24	5.77	10.53	22.06	23.08	17.54	20.59	23.08	33.33	44.12	48.08	38.60
Grade 5	2465.	2465.	2462.	10.00	7.58	10.20	21.43	25.76	12.24	27.14	24.24	44.90	41.43	42.42	32.65
Grade 11															
All Grades	N/A	N/A	N/A	12.83	8.38	12.24	20.86	26.26	15.65	25.13	23.46	34.01	41.18	41.90	38.10

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

<b>Grade 3</b>	10.20	9.84	12.20	57.14	70.49	58.54	32.65	19.67	29.27
<b>Grade 4</b>	5.88	3.85	8.77	72.06	73.08	59.65	22.06	23.08	31.58
<b>Grade 5</b>	5.71	6.06	4.08	71.43	66.67	67.35	22.86	27.27	28.57
<b>Grade 11</b>									
<b>All Grades</b>	6.95	6.70	8.16	67.91	69.83	61.90	25.13	23.46	29.93

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	12.24	6.56	7.32	61.22	65.57	58.54	26.53	27.87	34.15
<b>Grade 4</b>	8.82	9.62	7.02	67.65	53.85	54.39	23.53	36.54	38.60
<b>Grade 5</b>	7.14	6.06	6.12	61.43	68.18	67.35	31.43	25.76	26.53
<b>Grade 11</b>									
<b>All Grades</b>	9.09	7.26	6.80	63.64	63.13	59.86	27.27	29.61	33.33

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	8.16	3.28	9.76	65.31	86.89	68.29	26.53	9.84	21.95
<b>Grade 4</b>	8.82	0.00	12.28	72.06	78.85	63.16	19.12	21.15	24.56
<b>Grade 5</b>	5.71	7.58	4.08	74.29	69.70	81.63	20.00	22.73	14.29
<b>Grade 11</b>									
<b>All Grades</b>	7.49	3.91	8.84	71.12	78.21	70.75	21.39	17.88	20.41

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	20.41	9.84	17.07	44.90	72.13	58.54	34.69	18.03	24.39
<b>Grade 4</b>	7.35	15.38	7.02	73.53	59.62	75.44	19.12	25.00	17.54
<b>Grade 5</b>	10.00	15.15	12.24	58.57	56.06	53.06	31.43	28.79	34.69
<b>Grade 11</b>									
<b>All Grades</b>	11.76	13.41	11.56	60.43	62.57	63.27	27.81	24.02	25.17
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

### Conclusions based on this data:

1. All Grades: The data reveals that a large proportion of students fall into the "Standard Nearly Met" and "Standard Not Met" categories. This indicates an area of concern, as the majority of students are not reaching grade-level expectation in ELA. The percentage of students in "Standard Not Met" decreased from the 22-23 to 23-24 school year by 3.8 percent. This highlights the current focus on providing differentiated instruction to support attainment of literacy.
2. All Grades: The percent of students in the "Standard Exceeded" category remains low across all grades, showing a small percent of students performing about grade level in ELA. There was an increase of 3.86% from the 22-23 to 23-24 school year. This pattern shows that few students are excelling in literacy, pointing to a need for enrichment literacy resources for high-performing students.
3. The percent of at or near standard in reading, writing, listening and research/inquiry is consistently the largest group. This suggests that there have been no significant changes in ELA performance over the years across all grade levels.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	49	62	41	49	61	41	49	61	41	100.0	98.4	100
Grade 4	69	52	57	68	52	57	68	52	57	98.6	100.0	100
Grade 5	72	66	50	72	66	50	72	66	50	100.0	100.0	100
All Grades	190	180	148	189	179	148	189	179	148	99.5	99.4	100

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2385.	2413.	2401.	12.24	9.84	4.88	10.20	22.95	34.15	26.53	37.70	19.51	51.02	29.51	41.46
Grade 4	2427.	2411.	2453.	5.88	7.69	5.26	22.06	9.62	26.32	25.00	30.77	42.11	47.06	51.92	26.32
Grade 5	2455.	2459.	2462.	4.17	1.52	12.00	6.94	19.70	6.00	43.06	25.76	38.00	45.83	53.03	44.00
All Grades	N/A	N/A	N/A	6.88	6.15	7.43	13.23	17.88	21.62	32.28	31.28	34.46	47.62	44.69	36.49

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.37	19.67	12.20	32.65	55.74	53.66	48.98	24.59	34.15
Grade 4	13.24	7.69	7.02	39.71	36.54	61.40	47.06	55.77	31.58
Grade 5	2.78	9.09	14.00	59.72	45.45	46.00	37.50	45.45	40.00
All Grades	10.58	12.29	10.81	45.50	46.37	54.05	43.92	41.34	35.14
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.24	13.11	2.44	48.98	52.46	60.98	38.78	34.43	36.59
Grade 4	4.41	7.69	12.28	47.06	46.15	56.14	48.53	46.15	31.58
Grade 5	2.78	1.52	6.00	52.78	56.06	48.00	44.44	42.42	46.00
All Grades	5.82	7.26	7.43	49.74	51.96	54.73	44.44	40.78	37.84
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.24	16.39	14.63	61.22	59.02	68.29	26.53	24.59	17.07
Grade 4	8.82	11.54	8.77	63.24	50.00	63.16	27.94	38.46	28.07
Grade 5	6.94	1.52	10.00	54.17	59.09	54.00	38.89	39.39	36.00
All Grades	8.99	9.50	10.81	59.26	56.42	61.49	31.75	34.08	27.70
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

#### Conclusions based on this data:

1. The data shows consistent increase in the percent of students who fall into the "Standard Exceeded" and "Standard Met" categories across multiple grades. 29.05% of students either exceeded or met the grade level standards. This trend indicates the need for continued support in math instruction with a focus on building conceptual understanding.
2. There is a substantial percentage of students in the "Standard Nearly Met" and "Standard Not Met" categories across all grades (70.95%). This trend suggests that most students are not meeting grade-level proficiency, highlighting the need for differentiated, enhance numeracy support in math instruction.
3. There was an increase in percentage of students above standard for both Problem Solving & Modeling/Data Analysis and Communicating Reasoning and a decrease in Concepts & Procedures. This suggests a need for targeted support in numbers and operations.



# 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/eng/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1433.0	1404.9	1397.7	1440.8	1415.3	1417.4	1414.7	1380.2	1351.8	28	32	33
<b>1</b>	1410.0	1436.4	1426.9	1422.2	1454.8	1452.3	1397.2	1417.4	1400.9	21	19	18
<b>2</b>	1458.2	1462.6	1465.4	1482.5	1450.5	1484.6	1433.5	1474.2	1445.6	22	20	17
<b>3</b>	1482.0	1489.8	1493.4	1477.7	1491.5	1487.8	1485.7	1487.5	1498.5	23	22	17
<b>4</b>	1506.3	1517.2	1514.1	1501.0	1516.6	1515.4	1511.3	1517.2	1512.1	24	23	20
<b>5</b>	1523.6	1547.7	1527.4	1525.0	1546.5	1522.9	1521.7	1548.5	1531.4	28	21	17
<b>All Grades</b>										146	137	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	21.43	9.68	9.09	35.71	25.81	21.21	21.43	41.94	36.36	21.43	22.58	33.33	28	31	33
<b>1</b>	0.00	10.53	0.00	33.33	36.84	16.67	38.10	31.58	50.00	28.57	21.05	33.33	21	19	18
<b>2</b>	4.55	10.00	5.88	36.36	45.00	64.71	40.91	20.00	23.53	18.18	25.00	5.88	22	20	17
<b>3</b>	0.00	13.64	5.88	52.17	13.64	47.06	34.78	68.18	29.41	13.04	4.55	17.65	23	22	17
<b>4</b>	4.17	17.39	10.00	62.50	56.52	65.00	33.33	17.39	20.00	0.00	8.70	5.00	24	23	20
<b>5</b>	21.43	38.10	11.76	46.43	38.10	64.71	25.00	23.81	11.76	7.14	0.00	11.76	28	21	17
<b>All Grades</b>	9.59	16.18	7.38	44.52	35.29	43.44	31.51	34.56	29.51	14.38	13.97	19.67	146	136	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	32.14	9.68	12.12	28.57	29.03	27.27	17.86	45.16	48.48	21.43	16.13	12.12	28	31	33
<b>1</b>	9.52	21.05	16.67	38.10	42.11	33.33	33.33	26.32	38.89	19.05	10.53	11.11	21	19	18
<b>2</b>	27.27	15.00	23.53	40.91	45.00	64.71	27.27	20.00	5.88	4.55	20.00	5.88	22	20	17
<b>3</b>	0.00	22.73	47.06	65.22	50.00	29.41	30.43	22.73	5.88	4.35	4.55	17.65	23	22	17
<b>4</b>	20.83	60.87	45.00	58.33	21.74	35.00	16.67	13.04	15.00	4.17	4.35	5.00	24	23	20
<b>5</b>	39.29	47.62	52.94	50.00	47.62	35.29	3.57	4.76	0.00	7.14	0.00	11.76	28	21	17
<b>All Grades</b>	22.60	28.68	30.33	46.58	38.24	36.07	20.55	23.53	22.95	10.27	9.56	10.66	146	136	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	14.29	6.45	6.06	28.57	6.45	21.21	32.14	61.29	36.36	25.00	25.81	36.36	28	31	33
<b>1</b>	4.76	5.26	0.00	23.81	15.79	11.11	14.29	42.11	27.78	57.14	36.84	61.11	21	19	18
<b>2</b>	0.00	15.00	0.00	22.73	35.00	35.29	45.45	25.00	35.29	31.82	25.00	29.41	22	20	17
<b>3</b>	0.00	9.09	5.88	26.09	13.64	35.29	56.52	45.45	41.18	17.39	31.82	17.65	23	22	17
<b>4</b>	0.00	4.35	0.00	41.67	39.13	45.00	41.67	34.78	35.00	16.67	21.74	20.00	24	23	20
<b>5</b>	7.14	14.29	5.88	21.43	38.10	23.53	60.71	42.86	58.82	10.71	4.76	11.76	28	21	17
<b>All Grades</b>	4.79	8.82	3.28	27.40	23.53	27.87	42.47	43.38	38.52	25.34	24.26	30.33	146	136	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	28.57	12.90	9.09	53.57	64.52	75.76	17.86	22.58	15.15	28	31	33
<b>1</b>	19.05	31.58	27.78	61.90	57.89	55.56	19.05	10.53	16.67	21	19	18
<b>2</b>	31.82	25.00	35.29	63.64	60.00	58.82	4.55	15.00	5.88	22	20	17
<b>3</b>	17.39	13.64	35.71	73.91	77.27	57.14	8.70	9.09	7.14	23	22	14
<b>4</b>	33.33	47.83	52.63	66.67	43.48	42.11	0.00	8.70	5.26	24	23	19
<b>5</b>	17.86	38.10	25.00	75.00	61.90	68.75	7.14	0.00	6.25	28	21	16
<b>All Grades</b>	24.66	27.21	28.21	65.75	61.03	61.54	9.59	11.76	10.26	146	136	117

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	25.00	9.68	15.15	53.57	70.97	72.73	21.43	19.35	12.12	28	31	33
<b>1</b>	0.00	10.53	5.56	71.43	73.68	83.33	28.57	15.79	11.11	21	19	18
<b>2</b>	27.27	30.00	23.53	68.18	55.00	70.59	4.55	15.00	5.88	22	20	17
<b>3</b>	34.78	22.73	41.18	56.52	72.73	41.18	8.70	4.55	17.65	23	22	17
<b>4</b>	29.17	52.17	47.37	62.50	43.48	47.37	8.33	4.35	5.26	24	23	19
<b>5</b>	75.00	85.71	64.71	17.86	14.29	23.53	7.14	0.00	11.76	28	21	17
<b>All Grades</b>	33.56	33.82	30.58	53.42	55.88	58.68	13.01	10.29	10.74	146	136	121

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	17.86	6.45	3.03	60.71	70.97	63.64	21.43	22.58	33.33	28	31	33
<b>1</b>	19.05	10.53	5.56	28.57	42.11	11.11	52.38	47.37	83.33	21	19	18
<b>2</b>	4.55	20.00	0.00	59.09	55.00	64.71	36.36	25.00	35.29	22	20	17
<b>3</b>	0.00	4.55	0.00	43.48	40.91	64.29	56.52	54.55	35.71	23	22	14
<b>4</b>	0.00	4.35	0.00	75.00	65.22	77.78	25.00	30.43	22.22	24	23	18
<b>5</b>	7.14	9.52	12.50	60.71	76.19	75.00	32.14	14.29	12.50	28	21	16
<b>All Grades</b>	8.22	8.82	3.45	55.48	59.56	59.48	36.30	31.62	37.07	146	136	116

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	39.29	22.58	24.24	28.57	41.94	30.30	32.14	35.48	45.45	28	31	33
<b>1</b>	9.52	5.26	0.00	57.14	63.16	61.11	33.33	31.58	38.89	21	19	18
<b>2</b>	0.00	25.00	11.76	68.18	45.00	76.47	31.82	30.00	11.76	22	20	17
<b>3</b>	13.04	22.73	17.65	78.26	77.27	76.47	8.70	0.00	5.88	23	22	17
<b>4</b>	16.67	34.78	20.00	75.00	56.52	75.00	8.33	8.70	5.00	24	23	20
<b>5</b>	10.71	42.86	11.76	82.14	57.14	76.47	7.14	0.00	11.76	28	21	17
<b>All Grades</b>	15.75	25.74	15.57	64.38	55.88	61.48	19.86	18.38	22.95	146	136	122

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. K-5 scores indicate a significantly higher percentage of students scoring well-developed in listening and speaking compared to reading and writing. Students scoring in the somewhat/moderately performance level are comparable in all four language domains (listening, speaking, reading and writing). This suggests a need for professional development on explicit complex vocabulary and sentence structures for students to move from the somewhat/moderately performance level to the well developed performance level.
2. K-5 students at the overall level 4 performed significantly higher in the Oral language category (30.33%) compared to the Written language category (3.28%). This suggests a need to examine how teachers can apply students oral language strengths to their written work.
3. The total number of students tested as decreased by approximately 10 students each year from 2021-22 through 2023-24.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
387	95.6	39.3	1
Total Number of Students enrolled in Los Cerritos School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	152	39.3
Foster Youth	4	1
Homeless	5	1.3
Socioeconomically Disadvantaged	370	95.6
Students with Disabilities	84	21.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3
Hispanic	380	98.2
Two or More Races	1	0.3
White	1	0.3

### Conclusions based on this data:

- English learners make up the second largest subgroup making up 39% of schools population. Providing instructional supports for this group is necessary for overall growth.
- 22-23 data indicates that 95.6% of our student population are Socioeconomically disadvantaged (n=370)
- 22-23 data indicates that 21.7% of our student population are students identified a with disabilities (n=84)

# School and Student Performance Data

## Overall Performance






The 2023 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.”



<b>2023 Fall Dashboard Overall Performance for All Students</b>
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Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Green		

Conclusions based on this data:

- Chronic Absenteeism rate declined by 15.2% from the previous year however is rated in the yellow range. This suggests that absenteeism is a concern.
- English Learner Progress indicates 53.3% of students making progress towards English language proficiency which is an increase of 6.9% from previous year. This suggests current practices have demonstrated growth and should therefore continue to be a school-wide focus.

3. Core academic areas of English Language Arts and Mathematics are rated in the Orange performance level. This indicates a need for improvement for students struggling to meet grade level standards as well as enriching instruction for students who are meeting and exceeding standards.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2023 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 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 33.9 points below standard Maintained +0.1 points 197 Students	<b>English Learners</b>  Orange 48 points below standard Decreased -12.2 points 86 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Orange 34 points below standard Maintained 0 points 192 Students	<b>Students with Disabilities</b>  Yellow 46.3 points below standard Increased +11.4 points 55 Students



### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.4 points below standard Maintained +0.3 points  193 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

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

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.3 points below standard Decreased Significantly -19.2 points  51 Students	12.1 points above standard Decreased -4.2 points  35 Students	34.6 points below standard Increased +5.3 points  80 Students

#### Conclusions based on this data:

1. English learners and Socioeconomically Disadvantaged students rated at the orange level which is comparable to all students. This indicates a need for improvement across all subgroups to obtain English language arts proficiency.
2. Current English Learner data indicates a decrease of 19.2 points compared to English Only students who increased by 5.3 points. This indicates a need for continued supports in development of academic language for English learners.
3. Students with Disabilities demonstrated growth by 11.4 points to reach yellow band. Although challenges persist, there are small gains within this subgroup.

# School and Student Performance Data

## Academic Performance Mathematics

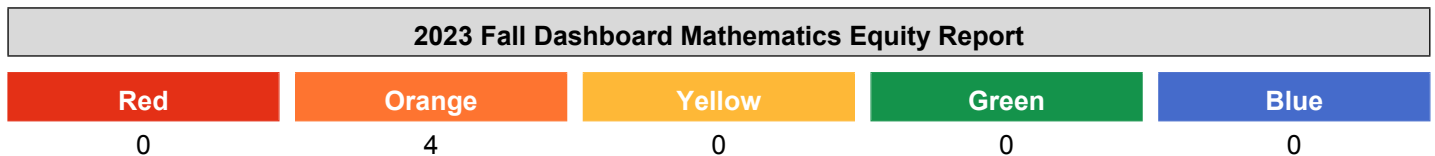
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 53.9 points below standard Maintained +1.7 points 196 Students	<b>English Learners</b>  Orange 65.8 points below standard Maintained -0.3 points 86 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Orange 53.6 points below standard Maintained +2.9 points 191 Students	<b>Students with Disabilities</b>  Orange 77.4 points below standard Decreased -5.4 points 54 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.3 points below standard Maintained +2.5 points  193 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.5 points below standard Maintained -1.4 points  51 Students	25.4 points below standard Maintained -1.3 points  35 Students	52.7 points below standard Increased +3.9 points  79 Students

#### Conclusions based on this data:

1. All students are in the Orange category for Mathematics, scoring 53.9 points below standard. Socioeconomically Disadvantaged and Hispanic subgroups demonstrated slight increases however English learners and Students with Disabilities demonstrated minimal decreases. This reflects a significant gap in math proficiency across all students and suggests a need for targeted numeracy support.
2. Progress for students with disabilities decreased by 5.4 points (n=54). Students with disabilities demonstrated the largest decline.
3. The math performance data indicates that the English learner subgroup are 65.8% points below the standards.

# School and Student Performance Data

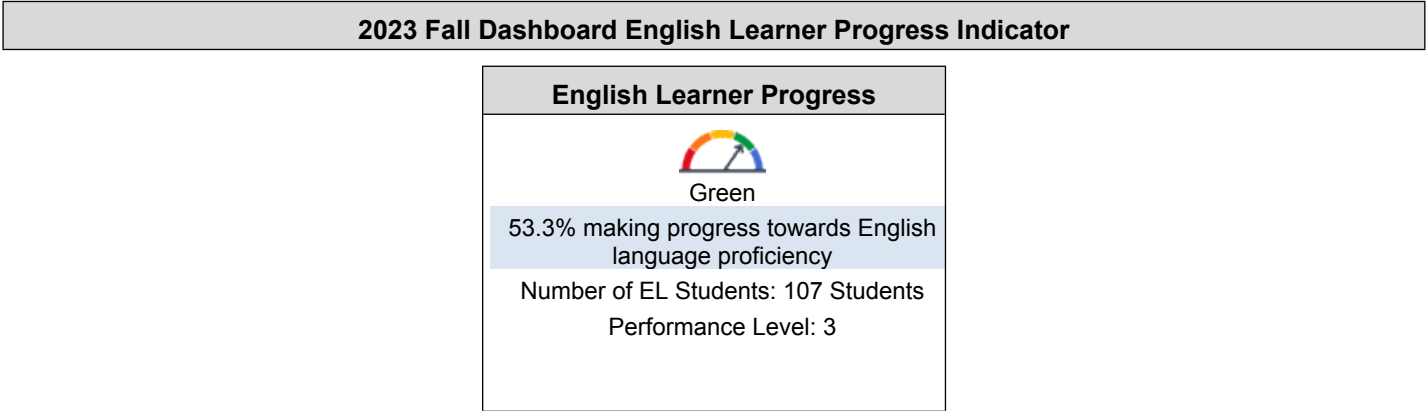
## Academic Performance English Learner Progress

The 2023 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	31	0	55

### Conclusions based on this data:

- 53.3% of the 107 students are making progress towards English proficiency and 55% of English learners have progressed at least one ELPI level compared to 46% from previous year.
- 31% of students maintained current ELPI level compared to 40% from 22-23 school year. Decrease of 9%.
- 16% of students decreased one ELPI level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 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.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

#### All Students



41% Chronically Absent

Declined Significantly -15.2

395 Students

#### English Learners



36.5% Chronically Absent

Declined Significantly -16.3

156 Students

#### Foster Youth

Less than 11 Students

4 Students

#### Homeless

27.3% Chronically Absent

0

11 Students

#### Socioeconomically Disadvantaged



39.8% Chronically Absent

Declined Significantly -16.1

384 Students

#### Students with Disabilities








50% Chronically Absent

Declined -13.2

90 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b> Less than 11 Students 6 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 40.8% Chronically Absent Declined Significantly -14.9 387 Students	<b>Two or More Races</b> Less than 11 Students 1 Student	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b> Less than 11 Students 1 Student

#### Conclusions based on this data:

- For all students, the chronic absenteeism is rated yellow at 41% chronically absent. This rate has declined significantly by 15.2%. Four groups demonstrated a significant decline in the percentage of students who are chronically absent (All, English learners, Socioeconomically disadvantaged and Hispanic). School wide awareness of the importance of daily attendance, individual student incentives and targeted one-on-one parent meetings attributed to this growth.
- The Students with Disabilities subgroup has 50% (n=90) chronically absent. Although the rate is higher than all other groups, this decreased by 13.2% from previous year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

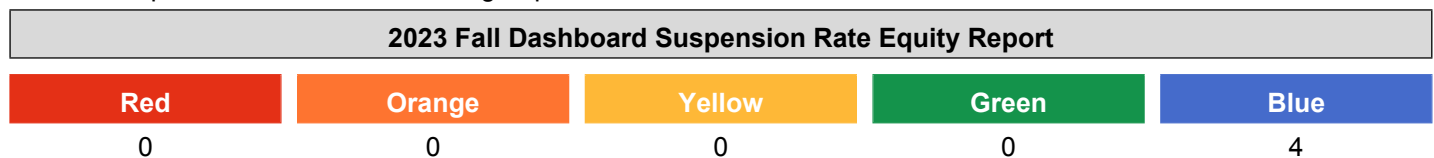
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 0.2% suspended at least one day Maintained 0 402 Students	<b>English Learners</b>  Blue 0% suspended at least one day Maintained 0 159 Students	<b>Foster Youth</b> Less than 11 Students 4 Students
<b>Homeless</b> 0% suspended at least one day 14 Students	<b>Socioeconomically Disadvantaged</b>  Blue 0.3% suspended at least one day Maintained 0 391 Students	<b>Students with Disabilities</b>  Blue 0% suspended at least one day Declined -0.8 91 Students



### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b> Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Blue 0.3% suspended at least one day Maintained 0 393 Students	<b>Two or More Races</b> Less than 11 Students 1 Student	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b> Less than 11 Students 1 Student

#### Conclusions based on this data:

1. Data indicates less than 1% suspensions across all subgroups. Alternative means to suspension including restorative practices attributed to the blue rating.

# 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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

### 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.

As part of the comprehensive needs assessment, stakeholders examined parent surveys, ELPAC Scores, benchmark and interim assessments, and grades. The 2023-24 CAASPP assessment data in ELA and Math establish baseline for growth and highlighted several key areas in need of improvement with a modest target increase of 3%. While there is a goal for gradual improvement, there continues to be a need to provide high quality data-driven first best instruction using effective instructional strategies, gradual release of scaffolds, additional interventions to accelerate progress in both ELA and math. The data indicates a need to provide effective interventions using the CA MTSS model with progress monitoring tools to measure growth.

In regards to language proficiency, the ELPI indicates 53.3% of students are making progress. While this is positive, there remains room for improvements as data indicates discrepancies between progress of English learners compared to non English learners.

Additionally, the i-Ready growth metric for ELA and math indicates growth in Tier 1 with a decrease in tier 2 and 3 however there continues to be a significant number of students performing one or more years below grade level. The goal aims to increase typical growth by 5%.

While these improvement goals are modest, they highlight the need for targeted phonics and number and operations interventions in ELA and Math, supports to increase academic language for English learners and strategies to drive growth in i-Ready assessments.

To address the identified needs for each of the 24-25 goals, the following steps will be taken:

1. Development and training of Instructional Leadership Team (ILT) to provide one site professional development and collaboration opportunities.
2. Academic Coaches will assist K-5 teachers with content standards by providing coaching, training, and professional development. Academic Coaches in collaboration with site Intervention Teachers will gather and analyze data to enhance teaching and target skills to address during Universal Access.
3. Intervention teachers will provide research-based interventions in phonics and numeracy as part of a school-wide Universal Access program.
4. Supplemental hands-on materials will be purchased to enhance literacy, ELD, math, and science. Students will be provided opportunities to engage in study trips to enhance learning experiences.

### 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 ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 28% School Year 2023-2024	Increase 24-25 ELA CAASPP by 3% to 31%
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 29% School Year 2023-2024	Increase 24-25 Math CAASPP by 3% to 32%
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 14% School Year 2023-2024	Increase 24-25 CAST for 5th grade by 3% to 17%
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	53.3% making progress Green Status CA School Dashboard Fall 2023	Increase percent of students making progress by 7% to 60% on ELPI
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 44% Diagnostic 3 School Year 2023-2024	Increase percent meeting typical growth by 5%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 39% Diagnostic 3 School Year 2023-2024	Increase percent meeting typical growth by 5%

## 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	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collaboration teams.	District Funded
1.2	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded

<b>1.3</b>	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
<b>1.4</b>	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
<b>1.5</b>	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.	ELD Students	<ul style="list-style-type: none"> <li>• ELPAC Assessment</li> <li>• SIPPS</li> <li>• DELD instructional time</li> <li>• IELD instruction</li> </ul>	District Funded
<b>1.7</b>	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
<b>1.8</b>	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
<b>1.9</b>	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	<p>Use of technology by staff (both classified and certificated)</p> <p>Use of technology by students during classroom lessons</p> <p>Annual data reports used by school administration and teachers</p>	District Funded
<b>1.10</b>	Classroom Tech including student devices, monitors, and staff devices	All Students	<p>Classroom Visits</p> <p>Teacher and student use of technology during daily instruction</p>	<p>District Funded</p> <p>District Funded</p>

<b>1.11</b>	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students  Classroom use  Tracking of student replacement	District Funded   District Funded
<b>1.12</b>	Identify supplemental materials, equipment, books, and resources to support reinforcement of concepts in math, literacy and science instruction. Purchase resources to support AVID strategies centered around increasing rigor at all levels of WICOR.	All Students	<ul style="list-style-type: none"> <li>• Purchases and use will be shared with SSC and ELAC.</li> <li>• District benchmark assessments</li> <li>• Classroom observation conducted by ILT and Principal</li> <li>• Benchmark assessment data (SIPPS, i-Ready, Standards-based assessments)</li> </ul>	10,883 Title I Part A: Allocation 4000-4999: Books And Supplies
<b>1.13</b>	Provide extra hours for teacher collaboration/planning and professional development, using i-Ready, IBA and District benchmark data, to refine and improve instruction and learning for underachieving students.	All Students	<ul style="list-style-type: none"> <li>• Meeting agendas</li> <li>• Presentation slides</li> <li>• Sign in sheets</li> <li>• Progress monitoring logs</li> </ul>	9,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
<b>1.14</b>	Provide funding for substitute teachers to release grade levels to engage in data analysis, lesson study, common lesson planning, Visual Thinking Strategies lesson development, co-teaching with Academic Coach with the purpose of improving student outcomes.	All Students	<ul style="list-style-type: none"> <li>• Sign in sheets</li> <li>• Agendas</li> <li>• Collaboration Summaries</li> </ul>	4,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries
<b>1.15</b>	Increase students' conceptual understanding of content knowledge and vocabulary by providing supplemental fieldtrips and learning	All students	<ul style="list-style-type: none"> <li>• Study trip requests</li> </ul>	10,000 Title I Part A: Allocation

	experiences to enhance grade level content, intervention, and enrichment.		<ul style="list-style-type: none"> <li>Student work samples</li> </ul>	
<b>1.16</b>	Identify and provide supplemental web-based resources including programs to support underachieving students in Literacy, Mathematics, Science and ELD	Underachieving Students	<ul style="list-style-type: none"> <li>District benchmark assessments</li> <li>IAB benchmark assessments</li> <li>January/February- Identify resources</li> <li>Feb/Mar - Obtain Purchase Order</li> <li>April/May- Install and implement program</li> </ul>	2,000 Title I Part A: Allocation
<b>1.17</b>	Identify and provide non-district funded supplemental technology resources including hardware, software and equipment to improve technology-based learning for underachieving students in literacy, numeracy and ELD.	Underachieving Students	<ul style="list-style-type: none"> <li>District Benchmark</li> <li>Teacher created assessment data</li> </ul>	4,000 Title I Part A: Allocation
<b>1.18</b>	Identify students who are two or more years below grade level and purchase materials and supplies to narrow the achievement gap of English learners, Students with Disabilities and Underachieving Students (ex: mathematics manipulatives, growth mindset, magnetic letters, kinesthetic materials).	Students with Disabilities, English Learners, Underachieving students	i-Ready: <ul style="list-style-type: none"> <li>growth from mid year to end of year</li> <li>number of lessons passed</li> </ul>	8,000 Title I Part A: Allocation  MTSS Grant
<b>1.19</b>	Provide college field trips to all fourth and fifth grade students to promote numeracy and literacy application at the college level.	Fourth and Fifth Grades	-Student work samples	1,000 Title I Part A: Allocation

## Annual Review

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.

n/a New 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 2

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

### 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.

As indicated on the CAASP, ELPAC and i-Ready assessment data, there is a need to provide effective professional learning to support learning and instruction. Additionally there is a need to provide professional development to support district initiatives including Instructional Leadership Teams (ILT), Intervention Teachers, Academic Coaches, AVID implementation, effective use of data in instructional decision making, and a more systematic approach to MTSS.

To address each of the goals, the following steps will be taken:

1. Instructional Leadership Team (ILT) will receive and provide professional development and collaboration opportunities to build a teacher leadership model to improve learning.
2. Provide AVID professional professional development and ongoing support to identify effective AVID strategies that improve student achievement

### 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
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

### 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	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025  Current School Site AVID Plans  Pre-Conference meeting by the end of May 2025	District Funded

			AVID 2025-2026 Site Plan development at the conference	
<b>2.6</b>	Provide teacher collaboration/planning and professional development focused on AVID implementation, effective instructional strategies for ELA, ELD and Math to improve instruction and learning for underachieving and socioeconomically disadvantaged students.	All Students	ILT/AVID Team Agendas, Sign In Sheets, Classroom Observations, AVID CCI	Title I Part A: Allocation  Previously funded in Goal 1.13
<b>2.7</b>	Provide teacher collaboration/planning and professional development for Instructional Leadership Team to plan as a part of a district-wide initiative to improve instruction and learning for underachieving and socioeconomically disadvantaged students.	All students	ILT/AVID meeting agenda, Power point presentations, sign in sheets	Title I Part A: Allocation  Previously funded in Goal 1.13
<b>2.8</b>	Identify and purchase supplemental instructional resource professional development books and materials to support best practices of instruction in promoting literacy and academic language through professional readings (The K-3 Guide to Academic Conversation by Zwiers and Hamerla and Next Steps with Academic Conversations by Zweirs, Better Learning through Structured Teaching: A Framework for the Gradual Release of Responsibility by Fisher and Frey).	All students	<ul style="list-style-type: none"> <li>• Progress monitoring logs</li> <li>• CAASPP data</li> <li>• ELPAC assessment data</li> <li>• Purchase supplemental books by February</li> </ul>	1000 Title I Part A: Allocation 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

N/A New 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 3

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

### 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.

Data for Chronic Absenteeism indicates that there has been a decrease in percent of students chronically absent to 41%. The high percentage of students absent indicates a need to address root causes for absenteeism and provide a more preventative system which include an interventions for at-risk students and increasing family engagement. The goal is to reduce the percentage of students who are chronically absent by 5%.

The CHKS survey indicates a need to improve the school culture and climate through PBSIS systems as it relates to student safety (67%), caring environment (75%) and school connectedness (73%). The target goal is to increase by 5% in all three categories.

These goals will be achieved through the following strategies:

1. Provide bi-monthly SELD lessons to all K-5 students throughout the year
2. Provide Safe and Civil Assemblies each Trimester to all students
3. Provide Tier 1 professional development on classroom interventions to all teachers by BCBAs.
4. Provide Campus Security Aides with ongoing professional development using Playworks.

### 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
Suspension Rate Indicator (CA School Dashboard)	0.2% Blue status CA School Dashboard Fall 2023	Maintain blue status on CA Dashboard
Cumulative attendance (PUSD Dashboard)	92.9% EOY 2023-2024	95% EOY 2024-2025
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	41% Yellow status CA School Dashboard Fall 2023	Reduce Chronic Absenteeism by 5%
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	5th: 75%	Increase percentage to 80%
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 67%	Increase percentage to 72%
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 73%	Increase percentage to 78%

## 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	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	<p>Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	District Funded
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	<p>District Funded</p> <p>District Funded</p>

	Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.			
<b>3.3</b>	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
<b>3.4</b>	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
<b>3.5</b>	Increase school-wide attendance to an average of 95% per day and positive school climate by recognizing individuals and classes with high attendance rates by purchasing materials and resources to enhance student attendance.	All students	Monthly attendance reports	4000 Title I Part A: Allocation None Specified
<b>3.6</b>	Addressing chronic absenteeism requires early targeted interventions for students who are trending chronic absenteeism. Implement an early warning system to identify at-risk students and provide supports such as counseling, or home visits to address underlying issues.	Targeted students who are trending chronic absenteeism	Data Tracking Sheets Check in/check out weekly monitoring	0  District funded with Social Workers and Counselors

<b>3.7</b>	Identify programs and assemblies to promote and reinforce PBIS, college going culture, visual performing arts, STEM and/or inclusiveness, Growth Mindset.	All students	AVID CCI, Flyers <ul style="list-style-type: none"> <li>• Student writing samples</li> <li>• Informal teacher created assessments</li> </ul>	4000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures
<b>3.8</b>	In collaboration with Turn Around Arts (TAA), integrate arts instruction into lessons to provide alternative methods for demonstrating understanding of content.	All Students	<ul style="list-style-type: none"> <li>• Pre and post assessments</li> <li>• One integrated arts lesson plan per teacher</li> </ul>	10000 Turn Around Arts Grant
<b>3.9</b>	Provide support for academic, behavioral, and social emotional learning by strengthening levels of support at all tiers within MTSS	All students	MTSS Minutes, Progress Monitoring Logs	District Funded
<b>3.14</b>	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
<b>3.24</b>	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
<b>3.25</b>	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

## Annual Review

**SPSA Year Reviewed: 2023-24**

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.

N/A - New 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 4

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

### 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.

As a part of the comprehensive needs assessment, stakeholders examined data from 2023-24 Title 1 survey and observational parent input.  
Parents have a very positive attitude towards Los Cerritos School. As indicated by the 99% of families who agree or strongly agree that our school is welcoming to parents. 97% stated the school actively seeks input from parents before making important decisions.  
Only 86% of families use ParentSquare at least once a week and the school aims to raise this by 5% to 91% by posting pictures of school-wide events and classroom special occasions.  
  
Input collected during SSC and ELAC parent meetings indicate a desire for increased parent education classes on topics such as: digital citizenship, mental Health, mathematics, and supports for English learners.

### 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
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	99% School Year 2023-2024	Maintain the percentage of parents who agree or strongly agree this school is welcoming to parents.
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	86% School Year 2023-2024	Increase percentage of parents that use Parent Square at least one per week by 5%
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	N/A	
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	97% School Year 2023-2024	Maintain 97% or above
Families report attending events (Title I/LCAP Parent Survey)	158 parents - Open House 180 parents - Back to School Night 39 parents -Parent Education Classes	Increase the percentage of families who attend school events by 25 attendees per event.

### 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	Progress Monitoring	Proposed Expenditures



4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans  Fall and Spring Site visit with site coordinator and administrator  AVID Site Coordinator Meetings	District Funded
4.4	Provide monthly calendar and notifications of events and announcements through the use of flyers, website and Parent Square to promote Family Engagement, celebrations and academic achievement.	All Students	Flyers, Parent Square posts, sign in sheets	0 Title I Part A: Parent Involvement 5900: Communications
4.5	Identify and purchase materials, supplies and resources to use during outside of school day parent engagement meetings (ex: Latino Family Literacy Project).	All students	Identify materials by March Flyers Sign in sheets	2000 Title I Part A: Allocation
4.6	Identify and provide parent education classes/meetings/assemblies on parent selected topics including but not limited to family art night, digital citizenship, technology, mental health, math curriculum support, EL curriculum, AVID, etc.	All Students	Flyers, Parent Square posts, sign in sheets	1731 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures
4.7	Allocate extra hours for certificated and classified staff to plan and execute family engagement events and training sessions. These initiatives will support parents in enhancing student achievement and promoting a positive attitude toward school and learning.	All Students	Flyers, Parent Square posts, website, sign in sheets	2000  2000-2999: Classified Personnel Salaries MTSS Grant

## Annual Review

### SPSA Year Reviewed: 2023-24

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.

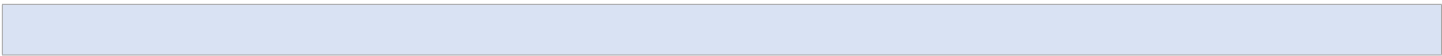
### Analysis

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

N/A- New 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 5

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School 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.

2023-2024 CAASPP assessment data in ELA, Math and Science indicates a discrepancy between the scores of English Only and English learners, African American and SPED. I-Ready data indicates that Students with Disabilities have the lowest percentage of students meeting typical growth. The results indicate a need to provide high quality data-driven core instruction, targeted Universal Access skills based review, scaffolds and assessments. The data indicates a need to provide effective interventions using the MTSS model with progress monitoring tools to measure growth.

### 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 ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 28% School Year 2023-2024 English Learners: 13% African American: 0% Hispanic: 28% SPED: 4% Foster Youth: 0% SED: 28% LTEL: N/A	Increase 24-25 CAASPP ELA by 3% for all subgroups
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 29% School Year 2023-2024 English Learners: 19% African American: 100% Hispanic: 29% SPED: 16% Foster Youth: 0% SED: 29% LTEL: N/A	Increase 24-25 CAASPP Math by 3% for all subgroups
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 14% School Year 2023-2024 English Learners: 6% African American: N/A Hispanic: 14% SPED: 0% Foster Youth: 0% SED: 14% LTEL: N/A	Increase 24-25 CAASPP Science by 3% for all subgroups
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	53.3% making progress Green Status Decreased at Least 1 ELPI Level: 15.7%	Increase by 2% to reach 55.3% making progress Decreased at least 1 ELPI level by 2%

	Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 30.4% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 53.9% CA School Dashboard Fall 2023	Maintained ELPI levels 1, 2L, 2H, 3L, 3H by 3% Progressed at least 1 ELPI level by 2%
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 44% Diagnostic 3 School Year 2023-2024 English Learners: 42% African American: 0% Hispanic: 44% SPED: 28%	Increase 24-25 i-Ready Diagnostic 3 by 5%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 39% Diagnostic 3 School Year 2023-2024 English Learners: 34% African American: 50% Hispanic: 39% SPED: 33%	Increase 24-25 i-Ready Diagnostic 3 Math by 5%

## 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	Progress Monitoring	Proposed Expenditures
5.1	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
5.2	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews, and selection of AVID students for the following year.	All Students	Recruitment timeline and process  Review of Criteria and Applications  MS Master Schedule: AVID Sections	District Funded
5.3	Identify students who are two or more years below grade level and purchase materials and supplies to narrow the	English Learners, Students with Disabilities,	<ul style="list-style-type: none"> <li>Teacher created</li> </ul>	0 Title I Part A: Allocation

	achievement gap of English learners, Students with Disabilities and Underachieving Students (ex: mathematics manipulatives, growth mindset, magnetic letters, kinesthetic materials).	Underachieving students	informal assessments <ul style="list-style-type: none"> <li>i-Ready growth from mid year to end of year</li> <li>i-Ready: number of lessons passed</li> </ul>	MTSS Grant
<b>5.4</b>	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester)  K-8 i-Ready assessment data  ELPAC	District Funded  District Funded
<b>5.5</b>	Provide teachers with Professional Development on arts integration to support students with a different pathway to access visual images to support comprehension.	All students	Pre-post assessments, Student language samples	0 Title I Part A: Allocation  Previously funded in Goal 3.8
<b>5.6</b>	Identify and purchase classrooms sets of novels to enrich and engage students in reading comprehension.	All students	<ul style="list-style-type: none"> <li>IAB assessment comparison from Trimester 1 to Trimester 2 and Trimester 3.</li> </ul>	4000 Title I Part A: Allocation

			<ul style="list-style-type: none"> <li>Progress Monitoring Logs</li> </ul>	
5.23	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	District Funded

# Annual Review

SPSA Year Reviewed: 2023-24

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.

N/A - New 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	\$77,614.00
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 Part A: Allocation	\$63,883.00
Title I Part A: Parent Involvement	\$1,731.00

Subtotal of additional federal funds included for this school: \$65,614.00

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 (\$)
	\$12,000.00

Subtotal of state or local funds included for this school: \$12,000.00

Total of federal, state, and/or local funds for this school: \$77,614.00

# 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
Title I Part A: Parent Involvement	1,731	0.00
Title I Part A: Allocation	63,883	0.00

## Expenditures by Funding Source

Funding Source	Amount
	12,000.00
Title I Part A: Allocation	63,883.00
Title I Part A: Parent Involvement	1,731.00

## Expenditures by Budget Reference

Budget Reference	Amount
	41,000.00
1000-1999: Certificated Personnel Salaries	13,000.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	11,883.00
5000-5999: Services And Other Operating Expenditures	5,731.00
5900: Communications	0.00
None Specified	4,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		10,000.00
2000-2999: Classified Personnel Salaries		2,000.00
	Title I Part A: Allocation	31,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	13,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	11,883.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	4,000.00



None Specified	Title I Part A: Allocation	4,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,731.00
5900: Communications	Title I Part A: Parent Involvement	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,883.00
Goal 2	1,000.00
Goal 3	18,000.00
Goal 4	5,731.00
Goal 5	4,000.00

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

NA Secondary Students

Name of Members	Role
Linh Roberts	Principal
Christie Martin	Classroom Teacher
Elizabeth Cossio	Classroom Teacher
Elizabeth Cuevas	Classroom Teacher
Ivette Arce	Other School Staff
Diana Mata	Parent or Community Member
Yessenia Ramirez	Parent or Community Member
Benita Miranda	Parent or Community Member
Jennifer Rodriguez	Parent or Community Member
Gardenia Lemus	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



Other: Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on December 5, 2024.

Attested:



Principal, Linh Roberts on December 5, 2024



SSC Chairperson, Benita Miranda on December 5, 2024

# 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](mailto: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](mailto: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](mailto: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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